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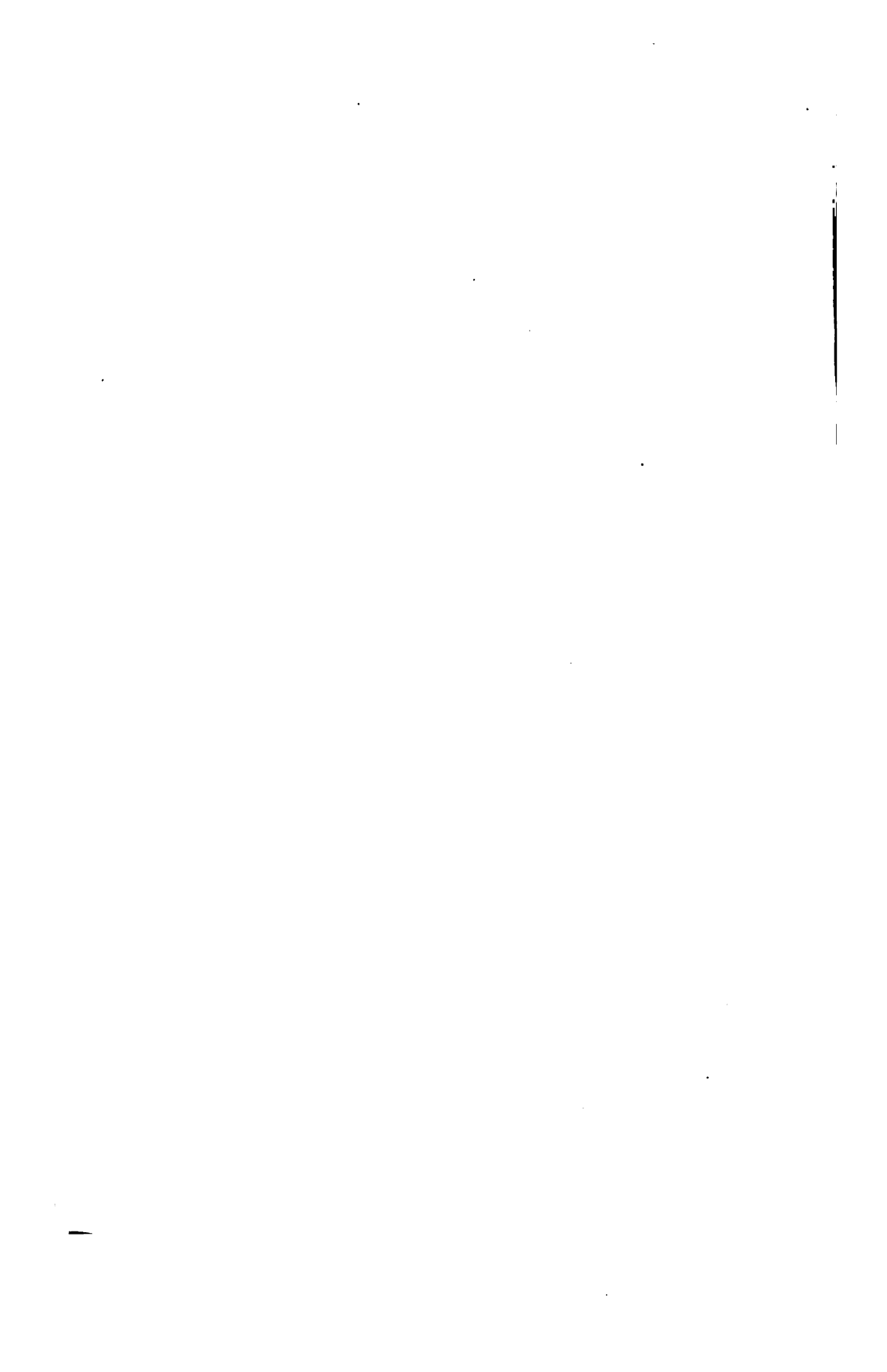


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THE

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— AND —

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No. 1

WANTED—A MUSIC TEACHER.

BY W. McK. VANCE.

You doubtless remember the story of Marsyas, who was rash enough to challenge Apollo to a musical contest, subject to the condition that the victor should do what he pleased to the vanquished. Marsyas employed a flute that played of itself, which Athena had thrown away; and Apollo played the cithara, an instrument of which he was literally the divine master. Of course, in such a contest, between presuming incompetence on the one hand, and perfect knowledge and skill on the other, the latter won; and the Muses must not be charged with too great susceptibility to the personal charms of Apollo because they decided in favor of the god, who punished his rival's temerity by binding him to a tree and flaying him alive. The statue of Marsyas stood in many ancient cities, a monument of the folly of presumption.

In somewhat similar fashion, I,

who am not to the manner born, may be charged with presumption in attempting to define a music teacher, in a convention of music teachers; and, if I can escape from my present critical position with my integument entire, or, at the worst, but damaged in spots, I shall deserve, and shall expect to receive, the congratulations of my friends.

The first qualification of the music teacher, as of any other teacher, must be a thorough knowledge of the subject in hand. Broad and accurate scholarship in music is the very foundation of fitness for teaching, so far as such fitness can be gained from study. So much emphasis has lately been put on methods and the theory of teaching that there is danger of forgetting the supreme importance of scholarship and culture. Charlatanism and even buffoonery have had a rank growth in your profession, my fellow teachers, and, doubtless,

your souls have often travailed with indignation at the apparent success of self-styled professors of music who have hoodwinked the public. It has passed into an aphorism that "the dear people like to be hum-bugged." It has been easy to hum-bug them musically in the years gone by, because they have been so unsuspecting, so completely unsophisticated.

The wandering minstrel of long, unctuous, and redolent hair; of Byronic collar, sadly in need of laundering; of tapering fingers and nails, sadly in need of manicuring; of an air of decayed gentility, sadly in need of disinfecting; of a general Svengalic demeanor and cast of mind, sadly in need of extinguishing;—but without Svengali's soul for music,—this individual of fragrant memory, who taught that the music of heaven is very like "Silver Waves", and "Moonlight on the Lake," has almost passed away. His *geist* may yet linger around villages and rural communities, but it has ceased to be a force in our general musical education,—perhaps I should say, in our general musical mis-education.

But quackery in the music teaching of our schools is yet in evidence in not a few communities of wealth and culture. Sometimes the teacher is a sweet girl graduate with a high C, or, a young man whose ability to sing low E, is his sole claim to distinction. Sometimes

virtuosity on the piano, the violin, the flute, or the cornet, has elected its possessor to the office of training youthful voices, alas! too frequently with harmful results. Sometimes a local chorister, with plenty of enthusiasm and a voice like that of a rip-saw, is engaged, "because he leads the Sunday School so well." Sometimes a lady of social position whose husband has been unfortunate,—he may be dead or in Canada—is elected to the position of music teacher because she has the remnant of a voice, the remains of a musical education acquired twenty years ago, and lost almost as soon as acquired, and because she has nothing else to do. Oh! for the millenium when teachers of every sort shall be employed solely for their fitness for the work which they have to do, uninfluenced by the favoritism or incompetency of directors, and the claims of society, politics, or religion.

But what is this broad and liberal scholarship in music which is a prerequisite to professional success? Is it indicated by the right to append *Mus. Doc.* after one's name? Is it signalized by a row of gleaming medals across one's left breast, *a la Gilmore, or a la Sousa?* Has one reached the very acme of this state of professional grace when he is able to listen to an entire evening of Bach without feeling bored? I cannot tell. I think I would rather attempt to define space, or force, or

a something else that is easy, than attempt to define technically the fitness of the music teacher. But perhaps we may obtain a few significant hints from a contemplation of some of the qualities which every superintendent would like to observe in his music teacher, and some of the results which he desires as the sequence of the music teacher's work.

First, then, broadly speaking, the music teacher must understand music in no superficial way. Further, he must not be a "musical snob", as said a bright woman to a friend the other day. She was asked what the expression meant. "A musical snob, my dear, is one of the most insufferable of all snobs. I mean by it an imperfectly educated amateur, a person who perhaps can play fairly on some musical instrument, or can possibly sing without serious faults the ordinary run of songs one hears in the parlor or at an amateur concert. When such meagerly educated musicians claim 'to know all', though they really know little more than nothing; when they profess to have no interest in 'popular music', but dote on the 'classical'; when such self-satisfied persons criticise every musician, and affect to discover faults where others more competent to give an opinion, are free to award credit,—why, they are musical snobs, my dear, and the laughing stock of everybody who loves music. Such shal-

low frauds find fault with the programs of the summer concerts because they are too light; such meretricious musicians affect to dislike Gericke, to sneer at Thomas, and to dote on Seidl. They can't bear to hear an Italian opera, they must have 'Var-r-gner' or nothing. They like Von Bulow, but 'can't bear' Krebs, and regard Carreno as a mere 'amateur'. They are wild about the 'chello'. If they hear the 'crowd' praising a singer, they immediately pounce on his or her 'style', or 'phrasing', or 'tones',—anything at all to make precious little knowledge pass as the dictum of an artist, a critic, or a lover of the 'best music'. A musical snob, my dear, is one of the most repulsive of its species, for it persists in pushing its snobbishness upon the sight and hearing of an abused and disgusted public. Be patient with the creature; may be it can't help it."

Our public school music teacher must possess the quality of enthusiasm. This does not signify that excess of physical energy, and that unremitting *fortissimo*, *sforzando*, *portamento* tone, which sometimes characterize the so-called enthusiastic leader. It means rather the ability to present his subject in such an attractive and masterful way, that the pupils insensibly respond with their best efforts to his slightest wish and direction. It means the ability not only to create, but also to sustain an interest in music in all

grades of the public school. The primary grades where the most important work is to be done, fortunately, are the easiest fields for cultivation. Children, and particularly little children, love to sing, and he is a poor teacher indeed who cannot interest them. But in the upper grammar grades, and in the lower classes of the high school, in that adolescent period when boys and girls affect a contempt for everything that is past, present, and to come; when life is a holiday, school a prison, and the teacher a Giant of Despair,—here is an arena for the music teacher to demonstrate what manner of man he is. Here will be put to the test his patience and perseverance, strategy and finesse, mastery of the school and mastery of himself.

And this leads me to say that our music teacher must be a disciplinarian; not of necessity, *the* disciplinarian of the room,—the regular teacher ought to be that,—but he ought to be such a master of the art of teaching that he would usually control a difficult situation in any grade of work without appeal to the teacher, principal, or superintendent. Of course he should not be expected never to have any trouble,—one could not expect that of the angel Gabriel himself,—but a superintendent has a right to suspect the fitness of any special teacher who, notwithstanding the unfaltering support of the regular

teacher, wearies him with frequent complaints of inattention, disorder, or insubordination.

The first element of the easy control which every teacher ought to possess over his pupils, is that thorough and fresh scholarship which has already been suggested. Next, he must possess recognized skill in imparting instruction. And, thirdly, he must have good common sense. It may be said of music teachers what an old Scotch elder said of ministers: "There be three things a mon needs to make him a successful minister, namely: gude health, religion, and gude sense. If he can hae but one o' these, let it be gude sense; for God can gie him health, and God can gie him grace, but naebody can gie him common sense".

I cannot do better than to quote on this point Dr. White, who defines common sense as "practical wisdom in dealing with the little affairs that make up school life. It knows when to speak and when to keep silent, when to make a request and when to command, when to commend and when to reprove. Common sense knows how and when to put its hand on a child's head, how to appease him when aggrieved, how to unlock the door of his heart, how to find a side door when the front door is bolted with anger or obstinacy."

Our music teacher must have a keen insight into the mysteries of

the child heart, a thorough knowledge of the child nature. He must understand the feelings, and impulses, and motives which govern children, and he must be able to enter with loving sympathy into their mental states and experiences. St. Paul clearly voiced the universal law of growth when he said, "When I was a child, I spake as a child, I understood as a child, I thought as a child; but when I became a man, I put away childish things." But there is a sense in which it is not only eminently right and proper,—it is absolutely essential,—that the instructor of youth should not put away childish things. The cheery smile, the buoyant spirit, the sunny nature of children should be to us a better means of keeping our own lives young than any fabled fountain of perpetual youth.

Again, our music teacher must be a person of genuine taste in the practice of his art. Enlightened teaching in the public schools is needed to correct the vitiated taste of the public. The light, catchy, but thoroughly inartistic songs of the minstrel and variety stage, seize with an almost demoniac possession the souls of our children hungering for music. Have you heard the story that Eugene Field tells of his own children? During the World's Fair, he entertained some English friends, who, on the evening of their arrival, expressed a desire to see his children who had been

the inspiration of so many of his exquisite little poems of child life. He said he would ascertain whether they were yet asleep, or awake, and presentable. On reaching the door of their bed room, he saw the little tots arrayed in their "nighties", kneeling with clasped hands by their bedside, and he signaled his visitors to tip-toe their way thither to gaze on the beautiful sight. They came, they saw, and they were conquered, for this is what they heard sung with telling effect to the tune, "Ta-ra-ra-boom-de-ay":

"Now I lay me down to sleep,
I pray the Lord my soul to keep;
If I should die before I wake,
I pray the Lord my soul to take.
Ta-ra-ra-boom-de-ay,
Ta-ra-ra-boom-de-ay," etc. etc.

The Sunday School, which ought to furnish only that which is good and wholesome, true and beautiful in music as in morals, unfortunately has become the purveyor of a type of music whose very name, "Sunday School music," is a by-word and a reproach. Henry Ward Beecher, with rare perspicacity of view and judgment, said: "The tunes which burden our modern books, in hundreds and in thousands, utterly devoid of character, without meaning or substance, may be sung a hundred times, and not a person in the congregation will remember them. They are the very "emptiness of fluent noise." I believe that our salvation from this

"emptiness of fluent noise" lies in your hands, music teachers of the public school. Your positions entitle you to be leaders in this department of human culture, and you are unworthy of your calling if your best energies are not employed in creating a taste for that which is intrinsically noble and edifying in music. It is said that Michael Angelo, while at his work, wore fastened to the forepiece of his artist's cap a lighted candle that no shadow of himself might fall upon his work. Let us take to ourselves the lesson so deeply signified by this custom, that no shadows fall upon our work,—falling from ourselves.

It will be a good day for school music when the standards by which to judge of sound progress are well understood and defined. The average superintendent, the average board of education, and the average board of examiners, are quite incompetent to form a correct judgment concerning the qualifications of the music teacher or the quality of his instruction. We can not trust to the vagaries of any reputed musical person of the community; a broad view, as well as special training and experience, is needed, the lack of which was signally evidenced in a member of a board of education who one day visited the room of a teacher during the music period. The teacher had been laboring sometime with a class of rough boys to induce them to use

their voices in a somewhat smoother and more musical way. She was really engaged in a benign but difficult work, the commendable character of which was wholly lost on the official. After listening a few moments, he exclaimed: "The children don't sing here as the boys at the Reform School do; there every single one sings just as loud as he can. Now, boys," said he, addressing them, "all of you holler *fire!*" Straightway the fifty boys set up a yell which was enough to deafen ordinary ears, and set every sonorous thing in the room to ringing. "There," remarked the omniscient committee-man, "that is the way to let your voices out."

This story fittingly introduces the last qualification of the music teacher which I shall discuss, namely: he must know something of the anatomy of the vocal organs, and must thoroughly understand the nature and care of the human voice. "How wonderful is the human voice! It is indeed the organ of the human soul! The intellect of man sits enthroned visibly upon his forehead and in his eye; and the heart of man is written upon his countenance. But the soul reveals itself in the voice only, as God revealed himself to the prophet of old in 'the still small voice', and in a voice from the burning bush." Thus wrote Longfellow in prose as beautiful as his poetry. The marvel is that this "organ of the soul"

should be so commonly undeveloped, or absolutely abused, as to yield but rarely a degree of beauty and power. Henry Clay's voice was compared to a band of music; Webster's, to a trumpet; and Channing's, to a harp. When a man once complained to the latter of the severity of Christ's denunciation of the Pharisees, he read the passage to which reference was made, in such calm, solemn, and sympathetic tones that the critic exclaimed: "Well, if Christ spoke in that way, my objection is withdrawn."

Children's voices are often abused in the schools. Teachers with more zeal than knowledge like to have enthusiastic singing. Their pupils are urged to greater and greater effort. Loud, hearty singing is what is wanted and striven for. Power is regarded of supreme importance, and the efforts of the teacher are directed towards securing volume of sound. The sensitive, quick, and willing ones respond strongly and heartily. "That's good!" says the teacher, "sing out!" Loud, coarse, vulgar shouting is understood to be music, and passes for the correct thing among many most estimable, but really quite uncultured people. Now it is this coarse shouting that is fatal both to good music and to the vocal organs. Irreparable mischief is done in this way, and it is among the best and most willing children that the harm is done. They are

urged to sing out, and the very effort put forth prevents the children from reaching the higher notes of the songs. Hence, they sing out of tune. The lower register of the voice is forced up beyond the natural limits, and like the straining of a violin *A* string to do duty as an *E* string, which makes it useless ever after as an *A*, so such voices sustain a permanent injury in range and sweetness of tone. Such teachers should adopt as their motto, "*Vox et prætereâ nihil*,"—voice and nothing besides.

The period of mutation of boys' voices demands extreme caution on the part of the teacher, and renders the careful treatment of their voices a duty amounting to a sacred obligation. Boys whose voices are changing should be excused from singing, and girls whose voices are of a contralto or mezzo quality must be restrained in their desire commonly to sing the highest part. In Jenny Lind's younger days, it is related that she applied for instruction to Garcia, the great teacher of vocal music in Paris. He heard her sing and then told her that her voice was gone, and that she must not sing a note for a year. He asked her to return to him at the end of that time, and in the meantime to improve her health. She faithfully complied with these directions, and came back to Garcia at the appointed time. Rest at a critical period had restored her voice, greatly

to her own delight and to the gratification of her master, who testifies that early misuse came near depriving the world of the Swedish nightingale of song ere her marvelous voice was heard.

I shall not undertake to discuss the methods, or processes, or plans of the music teacher's work. Questions, for example, relating to the Fixed Do, the Movable Do, and the Tonic-Sol-fa systems; to the amount of time to be given to the key of C; to the extent to which the theory of music shall be introduced into the primary grades; and others of like character, are beyond my province, and, perhaps, beyond my ability. I shall leave to others to say whether every pupil shall be

taught music; whether tone deafness can be cured, and whether the voices of such can be hypnotized, Trilby-like, into beauty of song. My own notion is that of Goethe's who declared that "anyone can and ought to learn music who can distinguish between a flute and a cow-bell."

Certainly we are all agreed that this beautiful art which comes into our lives with a thousand delightful ministries, should be put upon a sound educational basis, and entrusted for purposes of direction and development only to teachers who understandingly appreciate its subtleties and beauty, its spirit and its power.

SOLUTION OF THE COUNTRY SCHOOL PROBLEM.

BY J. P. TREAT.

The solution of the rural school problem is to be found in the partial or complete consolidation of country schools into schools located at or near the centers of population. It was in 1881 that some public spirited citizens of Concord, Mass., began to advocate consolidation, and it took ten years for the idea to win. For ten years it was the special purpose of every Board of Education chosen in Concord to secure the concentration of the outlying districts into a central school. Each

district was conservative and objected to having its school house closed and the children transferred to the central district. Local prejudice entered into the discussion. The idea of consolidation was novel and without precedent; but in the face of all the prejudice and conservatism, the educational problem was worked out and the results were so startling that the experiment attracted the attention of the entire state. The outcome was that the people petitioned the legislature

for a law that would make the Concord plan universal throughout the state. Accordingly a law was enacted permitting towns to vote to instruct the school board to have children conveyed to and from any given section and to make appropriation for such conveyance. It is now only four years since the "Concord experiment" began to be tried, and there are already 140 towns in the state availing themselves of the new law which permits them "to go and do likewise." Because of the success of the Concord movement, there is now scarcely a small school in the state, where there were probably 500 five years ago. The children are conveyed in comfortable vehicles fitted up for their accommodation; and they are in charge of trusty drivers. Often some farmer living at the extreme end of the district is employed to gather in and convey the children to the center—as a matter of fact, the farmer's wife is usually the driver. The conveyance starts from the remote end of the district, is driven down the principal thoroughfare, taking the children at their homes or at the street crossings.

What Concord was to Massachusetts in this pioneer educational reform, Kingsville, Ashtabula Co., is likely to be to the Buckeye State, and it is fitting that Ohio's Concord should be located on the Western Reserve, where progressive ideas are very likely to take root and bear

good fruit. The people of Kingsville, like the people of Concord, found that their sub-district schools were very small and, considering results, very expensive. They found, too, that the system was so expensive that they could not afford to hire the best teachers and so, educationally speaking, the results were far from satisfactory. After considerable discussion, the remedy of consolidation was proposed and the necessary legislation, principally through the efforts of Hon. E. J. Clapp, was obtained from the General Assembly. The plan was set in operation in Kingsville three years ago. Five of the outlying districts were abandoned and the pupils conveyed to the schools at the center of the town. Covered wagons that may be tightly closed are used for this purpose. The wagons carry from 18 to 22 pupils each. The pupils are conveyed from a distance of $4\frac{1}{2}$ miles in two districts and in three districts a distance of 3 to $3\frac{1}{2}$ miles. The wagons are conveniently arranged and the pupils are fully protected in bad weather. The cost of conveyance (both ways) ranges per wagon from 95 cents to \$1.05 per day.

The expense of thus educating the outside pupils has been reduced from \$22.75 on an average under the old plan to \$12.25 per capita under the new regime. The average daily attendance has been largely increased and the quality of

the work done vastly improved. Fewer teachers are required to do the work, hence better wages are paid and better teachers employed. The following from the annual report of Prof. F. E. Morrison the efficient superintendent of the Kingsville schools, is interesting in this connection:

"By this system the pupils of the sub-districts are given the same advantages for obtaining an education as the village pupils and this result has been obtained without working any disadvantage to the village pupils for we have been enabled to open a new room and supply another teacher in the village schools, thus reducing the number of grades in each room and giving all the pupils better school advantages. We have sufficient room yet for several more pupils without crowding the rooms.

"The pupils of the sub-districts have not only been given the advantage of more extended associations and larger classes with which to recite but they have also the advantages of a school where the teacher has fewer recitations and can give more time and attention to each recitation, thus the pupil's progress is much more rapid than is possible in a school where there are three times as many classes and one-sixth the number of pupils. It is a fact that the work of the teacher depends more upon the number of classes to recite than the number

of pupils in attendance. It is a pleasure, indeed, to note that the attendance in the sub-districts that have availed themselves of the new system, has increased from 50 to 150 per cent in some cases, and a large increase in all cases; the daily attendance in the same sub-districts has increased from 50 or 60 per cent to 90 or 95 per cent thus increasing greatly the returns from the school fund invested. This has been accomplished at a saving of more than one thousand dollars to the taxpayers in the three years."

The Kingsville experiment has naturally attracted a good deal of attention in this part of the state and the first township to follow her example is that of Madison, Lake County. That township at the beginning of the present school year consolidated four schools into one with two teachers. The central school is at Unionville and there are 90 pupils enrolled, fifty of whom are from the outlying districts. Another central school is to be located at North Madison and the plan is to make this a high school with the usual grades below it.

The people of Madison are very fortunate in securing the services of Prof. J. R. Adams as superintendent, and under his direction the plan of consolidation is being successfully worked out. We are indebted to Prof. Adams for the facts given below.

In regard to conveyance he says:

"Fifty pupils from three adjoining sub-districts are conveyed in covered vehicles, or barges, at a total expense of \$392. for the school year of nine months, three teams being required. All of the children are carried directly from their homes, none are compelled to walk any distance, the longest ride for any one is about three and one half miles.

The job of carrying these pupils is let under a written contract, each contractor giving a bond of \$100 for the faithful performance of his part of the contract.

Following are some of the provisions of the contract:

1. The contractor to furnish a covered conveyance which can be closed at the sides and ends as the weather requires, seats to extend length-wise of the vehicle, with steps and a door at the rear end. There must be seating capacity sufficient to accommodate all of the pupils in the sub-district without crowding.

2. The contractor to furnish a good team, and robes sufficient to keep the children comfortable, and in very cold weather to heat the inside of the conveyance with soap-stones or an oil stove.

3. The team to be driven by the contractor or some trusty person of adult age who shall have control of the children, and be responsible for their conduct while they are in the conveyance, no profane or in-

decent language, quarreling or improper conduct to be allowed therein.

4. The conveyance to arrive at the school house not earlier than 8:30, nor later than 8:55 A. M. and to leave at 4:05 P. M."

Prof. Adams further says:

"In regard to the expense as compared with former plan—I think we shall save a little, perhaps about \$100, this year. In this estimate I do not include the cost of new building. In introducing the new plan we did not expect to reduce expenses but were seeking better results for the money used."

In regard to results, he writes as follows:

"Following are some of the good results which I can already see in the new plan:

1. The pupils enjoy the advantages of that interest, enthusiasm and confidence which numbers always bring.

2. Pupils can be better classified and graded.

3. Tardiness and irregular attendance are reduced to the minimum.

4. No quarreling, improper conduct or improper language so common among children on their way to and from school.

5. No wet feet or wet clothing nor colds resulting therefrom.

6. Pupils have the advantage of better school-rooms, better lighted, better heated, better ventilated.

7. This plan is sure to result in fewer and better teachers better paid.

At first we met some opposition, but so far as I have been able to learn, the opposition is vanishing. I have heard several say that they entertained some doubts as to the practicability of the plan of transporting pupils etc. but nothing would now induce them to go back to the old way. There are, I think, a few teachers, and parents who have daughters intending or wishing to teach, who see that this plan will reduce the chances of "getting a school" in Madison township, and hence they oppose it, but we have come to the conclusion that our schools are for our children and not for teachers."

In conclusion, permit me to repeat what I said at the opening of this article. The solution of the country school problem is to be found in partial or complete consoli-

idation, as the circumstances in each case may permit. In no other way, in my judgment, is it possible to give the country boys and girls equal advantages with the more favored children of the towns and cities. Is there any good reason why the country boys and girls should not have equal advantages? Has not the great state of Ohio discriminated unjustly in favor of city and town and is it not time that this injustice was a thing of the past? We express the hope that the time is not far distant when not only Kingsville and Madison shall have the opportunity to give educational advantages alike to all, but that every town in the state shall have the privilege. In other words, we express the hope that there will be such a demand from the people that Ohio, like Massachusetts, will enact a law on this subject, that will be general in its application.

MENTAL PICTURES.

BY NELLIE S. McDONALD.

In the "Consummation" of Holland's "Katrina" is an infinitely sad but beautiful description of the "guest unbid" whose presence is ever hovering over the cosy home whose gentle mistress lay dying.

It is long since I first became familiar with the poem, and its

stanzas have faded from my memory, but there yet remains with me the picture of the lonely master haunted by his grim visitor in the weary watches of the nights, the room where he breakfasted and dined and supped attended by the unwelcome guest whose dread

presence was ever with him and the chill of whose icy breath was upon him as he bent over the couch of his dying wife; and I am sure that if I should wish to memorize these lines of Holland's, the task would be all the easier because of the very pictures impressed so vividly upon my mind.

A lecturer at a teachers' institute recited several stanzas from Emerson's "Each and All" so impressively that his audience caught the pictures of the bird singing in the twilight of the early dawn, the winding river, and the landscape softly lit with the glow of the on-coming day; and also the companion picture of the wide expanse of sandy shore, the pearl-enamelled shells, the savage sea with its hoarse bel-
lowing like the cry of some baffled wild beast, and, over all, the bending blue of the cloudless sky. These two pictures were not only an inspiration to me to memorize the bit of word-painting that had given them birth, but they actually rendered the task of committing the poem to memory much easier than it would otherwise have been.

And so there came to me the suggestion to try an experiment with a class in the high school. The pupils readily understand that they can remember stories and novels, largely because visions of persons and scenes described by the author come to the mind almost unbidden. When history or geography are the

subjects of study, the pictures are the result of conscious effort; but, once formed, we hold them in the mind, and the mastery of the facts connected with them is of easier accomplishment. For my experiment, I selected Lowell's poem, "The First Snow Fall":

"The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.
Every pine and fir and hemlock
Wore ermine top dear for an earl,
And the poorest twig on the elm-tree
Was ridged inch-deep with pearl."

I read each verse slowly and carefully, asking the pupils to note and outline, in their own words, the pictures suggested. It was interesting to hear their descriptions of the short winter day dark with clouds that threatened storm, and closing with the noiseless falling of the snow flakes that wrought, during the long dark night, the miracle of the ermine-clad trees with their pearl-encrusted twigs. Thought was now essential for the gallery of mental pictures, and thinking is the one thing it is hard to get pupils to do.

After these had been described and discussed long enough to awaken every one's interest, the stanzas were read slowly, that the

language of the poet might be noted and remembered. Before the close of the exercise, many of the pupils were able to recite the entire poem.

I tried the same thing another day, using Emerson's "Rhodora", and the results were even more satisfactory than before.

And so I wish to emphasize as valuable in teaching the truth that those things we can see distinctly with the mind's eye are the things we remember most vividly, and mental picture-making is a great aid to memorizing, not only in literature but in history, geography, and the natural sciences. Even single words in such a poem as "The First Snow Fall", if they are used figuratively, suggest pictures, and to recognize and note the expression of the author's thought is a valuable lesson in the uses of words.

There is scarcely a study pursued in our public schools in which this mental picture-making may not be employed to advantage. In the teaching of reading for example, if the child is inspired by the visions of beauty or touched by the scenes of woe the author himself has pictured, his unconscious effort to make others enjoy the beauty or sympathize with the sadness that has moved his own soul, will lend a charm of naturalness and grace that no elocutionist can teach.

Even in mathematics, these men-

tal pictures are essential. A pile of wood 8 ft. long, 4 ft. wide, and 4 ft. high makes a cord, the arithmetics tell your boys and girls: boys invariably remember this fact better than girls do; I have always had an idea that this is because the boy has, though he may not be conscious of it, a vision of himself making these measurements with rule or measuring line, and noting them.

I recently asked a high school girl who was wrestling with a problem in which cubic feet were mentioned, whether she could tell me what a cubic foot looks like: when she had in her mind a clearly defined picture of a cubic foot, her problem lost its difficulty.

Young people would think better and accomplish more intellectually if they would only accustom themselves to form clear mental pictures: the chief trouble with many, in fact with most of them is that these pictures are dim, indistinct in outline. The mental furnishing of too many pupils consists of a mass of things, only half seen and and consequently misty and confused.

A man does not cultivate muscle by a feeble half-grasping of a burden but by firmly seizing and vigorously sustaining it: a child does not acquire mental strength by a weak hold on a picture so vague in outline and detail, that scarcely a single point stands out clearly. Strength of mind, the power of steady and

long-continued intellectual effort, is the fundamental element that underlies all culture and all success.

Does this mental picture-making contribute to mental power, do you ask?

My experience, not only in teaching, but in my own intellectual efforts leads me to believe that it has an important place in school training and is, therefore, to be advocated.

I always think of the soul of an artist as compassed about by the beautiful creations he gives us on

his canvas, and so, raised above the selfish and grovelling and sordid souls around him. These visions of beauty, I fancy, tune his spirit to revel in higher joys and to live a purer life. And so the teacher who would be an artist, not an artisan, in his chosen profession, may perhaps find it in his power to elevate many a child's soul that is under his influence to the realm of beautiful and holy pictures that our great poets and writers beheld when they were penning their choicest masterpieces.

THE LAW OF ACTION AND REACTION.

BY R. HEBER HOLBROOK.

INTRODUCTION: The mind being a growth is a force. Like all forces it is known only by its effects. These effects, however numerous or varied, cloaked under whatever phenomena, all testify to the mind as a force in that they indicate its power to overcome resistance. That is, force is revealed only by force. A *potential* force of ten pounds can be developed or made *actual* only by placing before it ten pounds of resistance. No matter how strong the giant may be, he can not show that he can lift 1,000 lbs. unless 1,000 lbs. be given him to lift. He can not lift 1,000 pounds if 10 pounds only are opposing him. He can show no greater force than 10

pounds against 10 pounds of resistance. Force is known only by the force which it opposes and which it overcomes. The only means of proving that there is a force is to place before it resistance and to see it overcome that resistance. The only measure of a force is the amount of resistance it can overcome. This old law of Physics is just as true concerning mind as a force as it is of gravitation as a force. It is the Law of Action and Reaction.

What are the forms of resistance which awaken, reveal, or make actual the potential forces of the mind? The solution of the mental problem must now as always be

found in the material. The growth of the physical must guide as to the growth of the mental.

Each physical activity has its peculiar stimulus. The activities of the stomach are aroused by the food which enters the stomach. The activity of the heart is aroused by blood which touches it. The activity of the lungs is stimulated by the oxygen of the air. The activities of the muscles are awakened by the various stimuli which affect the internal or external nervous end organs.

All these stimuli are so many forms of resistance which the activity of the organ is to overcome. The stomach and digestive tract exert force in overcoming the resistance of digesting food, the heart in propelling the blood, the muscles in walking and in other movements of the body.

Now note, if the force opposed to these forces is normal, that is, appropriate as to quantity, quality, and time, it affords *pleasure*; if it is too much or too little, if it is not of the right kind, if it is applied at the wrong time, the result is *pain*. But in every case the stimulus is a form of resisting force opposed to existing force, and the equation between action and reaction always holds.

In other words, every activity of the body or plant is a case of something being ready to do and of that something doing something which it is given to do.

THE MIND TRAINED BY RESISTANCE: So with the mind. So far as the teacher is responsible for the mind, his duty is first and always to give it something to do, something it wishes to do, something it must do in order to exist, something it can do, something it will enjoy doing.

This does not mean, necessarily, something easy of doing, but something that will call into activity its entire force. No muscle would gain strength to lift 100 pounds by lifting 1 pound. To obtain power to lift 100 pounds it must lift 100 pounds.

So with the growing mind. It gains strength by overcoming greater resistance, by mastering continually increasing difficulties.

The teacher's function is not, therefore, to explain, to make things easy, to remove difficulties, but to train his pupils to discover things for themselves, to make things sufficiently difficult, to place new obstacles in the way of the student.

It is not to train the pupil to the habit of giving up when he meets a difficulty, but to the habit of mastering difficulties, of being most aroused when he meets the greatest difficulties.

The violation of this principle is the most prevailing and incurable vice of teaching in schools of all grades, from primary to university. The talking teacher, the lecturing

professor, the explaining teacher, the accommodating teacher, are its most baneful illustrations. The teacher who talks least and keeps his students busiest, training them to do the talking, is the best teacher. This may not feed the conceit of that "professor" who prides himself upon his display of wisdom, refusing to be interrupted with questions; for it convicts him of fattening himself upon nourishment intended for his students; it shows him to be a vampire, sucking the mental blood from his students while he lulls them to dangerous sleep by the fanning of his "knowledgeous" wings.

BE NOT TOO RESISTING: Common sense dictates the possibility of

extremes. Too little and too much are here, as everywhere, to be judiciously avoided. Nor is there any mechanical rule for the guidance of the routine teacher. Just as surely as he may never reveal to his pupils their true power, so surely may he overload them, stall them, producing balkiness and panic. Each one has his own limitations. The teacher alone must and can discover them.

But the greater error in our schools is on the side of too little. Mawkish sentiment and downright laziness encourage it. How many teachers in our schools do not dream, or permit their pupils to dream, of the power they possess!

NOTES AND QUERIES.

7. A man invests \$100 in stock, and buys 100 head. He pays \$10 a head for hogs, \$5 a head for calves, and 50 cents a head for sheep. How many of each did he get?

8. There are three great compromises in the Constitution of the United States. State (a) What they are. (b) The conditions that made them necessary. (c) The results that have come from them. B.

9. Which should be taken first

in a school course, Chemistry or Botany? State reasons. B.

10. In a High School course how much time should be given to the study of Civil Government? B.

11. How secure best results in teaching Latin Prose? B.

12. What president of the U. S. refused to issue a Thanksgiving Proclamation? B. F.

13. Who acted as president of the U. S. for one day only, and under what circumstances? B. F.

ANSWERS TO QUERIES.

Q. 5. A report of the "Committee of Fifteen" can be had from the American Book Company.

P. S. BERG.

Q. 6. Find the area of the triangle formed by joining the centers of the squares constructed on the sides of an equilateral triangle, whose sides are 60 ft.

It is assumed that the squares are all constructed outwardly. Hence, the triangle formed by joining their centers will be another equilateral triangle, with its center coincident with that of the given triangle.

Now it can be proved by geometry that a side of the required triangle is equal to the altitude of the given triangle plus half the side of a square, or what is the same thing, half the side of the given triangle. This is found to be 30 ft. $+ 30\sqrt{3}$ ft. And, since the altitude of an equilateral triangle is equal to $\frac{1}{2}$ a side $\times \sqrt{3}$, therefore, of the required triangle, the altitude $= 45$ ft. $+ 15\sqrt{3}$ ft.

\therefore The area $= \frac{1}{2} (45 + 15\sqrt{3}) (30 + 30\sqrt{3})$ sq. ft. $= 2908.85$ sq. ft.

D. T. BISHOP.

S. J. Fultz obtains the same result, by first finding that $\frac{2}{3}$ of the median of the required triangle $= \frac{1}{2}$ the side of a square $+ \frac{1}{3}$ of the median of the given triangle. From this, the entire median, identical with the altitude in this case, can easily be found; and hence the area.

Q. 6. By drawing a figure equilateral triangles will be formed in the squares, each having an altitude of 30 ft. Hence their sides are $30 \div .866 = 34.76$ ft. Equilateral triangles will also be formed in the given triangle, the sides of which will be $\frac{1}{2} (60 - 34.76) = 12.62$ ft. Therefore side of required triangle is $34.76 \times 2 + 12.62$ or 82.14 ft., and the area equals $(82.14)^2 \times .433$ or 2821 sq. ft. P. S. BERG.

Q. 567.—Since the thickness of one kettle is twice that of the other its diameter will be only half as much. Hence $1^3 : 2^3 :: 1 \text{ gal} : 8 \text{ gal}$.

Therefore one with the thinner metal holds 8 gallons.

P. S. BERG.

O. T. R. C. DEPARTMENT.

Literature. No. 4.

BACON.

The Board of Control surely made no mistake when they selected this little handful of essays. There are few pages of English that better deserve to lie wide open on the table, to be read at all hours. What acuteness of thought is there, what clearness of expression, what soundness of conclusion!

It is good to take up Bacon's essays in reading full-dress with deliberate purpose "to weigh and consider"; it is good to catch a sentence on the wing and tell it over and over to ourself till we *always knew it*.

It was somewhat puzzling to make a beginning; still harder, I found it to make an end, of talking about Riverby, but the present puzzle is more difficult. There, the field was new, no tracks of the annotator from end to end; here, another steppeth down before me, his labels hang upon everything in reach.

More care and time are needed to fill your sack with chestnuts, I have just verified the correctness of this statement, if the tree has been clubbed by some boy precedent. However, it is at least probable that he has missed a branch here and there; and some of

the tawny nuts that had fallen of their own gravity and slipped under the yellow leaves, he has failed to find; and there are other trees hard by whose fruit is to this as like as cherries are to cherries. I can toss some of the burs under our tree and open them there. By this bristly parable I hint at the nigh-ness of other essays by the same great writer, to which we can go for additional nuts of wisdom. That mischievous boy who has just reminded his neighbor of the kind of tree named in my parable—*castanea vesca* — will remain after the class is dismissed.

I urge the readers of this little pamphlet to make the glance at Bacon contained in the Memoir a prelude to Macaulay's famed essay on Bacon, Taine's discussion of the same character in his English Literature, Book II., also Shaw's treatment of the same.

To these, I add but little gathered from other writers:

"Burke's relative place in English literature is not altogether certain. Of course Shakespeare is, beyond all comparison, first; but it is something doubtful whether the second place belongs to Burke or Bacon. Intellectually, the two have strong points of resemblance; there, however, the likeness ends: for

Burke had not a tinge or shade of meanness in his composition." *Hudson*.—Preface to Burke.

The attribute "meanness" in the paragraph just quoted is, of course, an echo from Pope's well-worn couplet:

"If parts allure thee, think how
Bacon shined,
The brightest, wisest, meanest of
mankind."

I don't want to believe that
"meanest."

"The essays may be read from beginning to end in a few hours; and yet, after the twentieth perusal, one seldom fails to remark something unobserved before." *Dugald Stewart*.

"This wide-ranging intellect was illuminated by the brightest Fancy that ever contented itself with the office of only ministering to Reason."—*Sir James Mackintosh*.

Scattered Comments.

Page 7.—"Not so much blood", not so able; "is at a stand", hesitates, "at a stay", page 20.

P. 9.—"It is a pleasure to stand upon the shore, and to see ships tost upon the sea",—with Byron's limitation: "a glorious sight to see For one who hath no friend, no brother there"; "commanded", overlooked; "round dealing", square dealing.

P. 10.—"Revenge is a kind of wild justice etc". Burke quotes and adds: "It is so, and without this

wild, austere stock there would be no justice in the world. He that has made us what we are, has made us at once resentful and reasonable. Instinct tells a man that he ought to revenge an injury; reason tells him that he ought not to be a judge in his own cause. The fruit of this wild stock is revenge transferred from the suffering party to the communion and sympathy of mankind."

P. 11.—"Green".

"Though yet of Hamlet our dear
brother's death
The memory be green."
—*Shakspeare*.

P. 12.—"We will handle" etc., "A did in some sort indeed handle women."—*Henry V. A. II, S. II*.

The preacher still handles his subject.

P. 13.—"A man that hath no virtue in himself", "A man that hath no music in himself".

But I think that this coincidence does not point to Bacon as the author of the Merchant of Venice.—By the way, how perversely people quote that passage. Right before me is part of an address upon music in the public schools, concluding:

"The man *who* hath *not* music in *his soul* And is not moved etc.

But five errors in two lines. Does the musician play by **note**, but quote by ear?

"To make his natural wants **part** of his honour", the harder **the** ascent the more merit in the **climb**.

P. 14.—“Affecting the honour”, claiming the honor; “they cannot want work”, they can have no lack of food for envy; “the note of others”, the noting or noticing.

P. 15.—“Envy is as the sunbeams that beat etc”, will it not depend upon the slope? There is the slightest connection, but I may allude to the fact that Bacon stood by the old astronomy: “It is right earth; for that only stands fast upon his own centre.” “To remove the lot”, to serve as scape-goat.

P. 17.—“Seemeth to beat chiefly upon principal officers”, “that fierce light which beats upon a throne.”—*Tennyson*. “*Invidia festos dies non agit*,” like interest, “doth plough upon Sundays.”

P. 18.—“Action”, Daniel Webster discourses in his grand way about “action, Godlike action.”

P. 19.—“Politic body”, body politic; “will but slight it over”, he slighted his work, common expression *passim*, true too often.

P. 20.—“A sport to behold”, we limit the idiom, do we not, to “a sight to behold;” “wooden posture,” “But there’s as wooden members quite.” *Hood*.

P. 21.—“Diaries at sea”, more leisure to enjoy or *ennui* to fight, not more matter to write about; “Monuments extant”, a good illustration of the prime meaning of *extant*, now nearly obsolete. Better than the two which the Internation-

al and the Century agree upon—of course neither copied.

P. 22.—“Into a little room”, recalls Marlowe’s “infinite riches in a little room”; “servant or tutor”, ! !

P. 23.—“Let him also see and visiteminent persons in all kinds * * * that he may be able to *tell* etc. An interviewer, by the ruff of good queen Bess!” Of course, I do not think that *tell* means here, to narrate to others; “he shall suck the experience of many”, “we Christians, who disdain”, says Sir Thomas Browne, “to suck divinity from the flowers of nature”; “they will *engage* him”, similar to its use by Bacon in another place: “There be monks in Russia for penance that will sit a whole night in a vessel of water till they be *engaged* with hard ice.”

“Country manners”, manners at home among those to the manner born.

P. 24.—“Great riches have sold more men than they have bought out”, sold more men into trouble or danger.

P. 25.—“But it is slow”, every farmer since the Elizabethan period gives tongue to this; “Men of great wealth do *stoop*”, the star-spangled courtier wafts perfume to pride.

P. 26.—“Very hardly”, with great difficulty; a rich man, Christ declared, shall *hardly* enter the kingdom. “Increase mainly”, rapidly,

not like Falstaff's "they mainly thrust at me", with might and *main*; "the prime of markets", the highest price; "overcome", "overcome us like a summer's cloud"; "a good name", better than great riches; "naught", "it is naught" saith the buyer, i. e. before the buying; "grindeth double"—referred to some middleman; "sharings", that cornfield was planted "on the shares"; "hands", persons employed; "usury", see Shylock's notion of him who lends out money *gratis*; "*alieni*", but the lender had sweat for it before.

P. 27.—"For that," because; "privilege", a private law, a right not enjoyed by others; "to serve their own turn", to get their commission; "sugar-man", ice-man, coal man; "play", act; "resteth upon gains certain etc.", "never venture, never win"; "co-emption", a corner; "fishing", "excellent well, you're a fishmonger."

P. 28.—"That seem to despise riches etc.," the grapes out of reach were sour; "as a lure", "where the carcass is there the eagles shall be gathered"; "foundations", funds granted for the permanent support of an institution; "advancements", contrasted here with charities; "frame them etc", consider the fitness of the gift; liberal of another man's, life's burnt-out candle has no right to control the candle-stick.

Finally, my brethren, No. VII.—*Of Studies*—"to be chewed and

digested." As a prelude, a paragraph from John Selden—a writer something like Bacon himself in the scope of his learning and the pithiness of his utterance: "Patience is the chiefest fruit of Study. A man that strives to make himself a different thing from other men by much reading, gains this chiefest good, that in all fortunes he hath something to entertain and comfort himself withal."

And the essay itself may serve as a center around which to place all the profound and the soaring sentences each of us may meditate upon concerning books and reading. Every phrase is a text, upon which we may think a sermon. However, I shall content myself with keeping up my running comment along the surface.

P. 28.—"Delight, in privateness"—blessed comforters are ye all!; "ornament in discourse", to quote or not to quote is a question of two sides—to own up or not to own up seems to be another question. Landon makes Petrarch say, "A great poet may really borrow; but he forfeits his title if he borrows more than the amount of his own possessions." Landon has somewhere objected to Wordsworth's borrowing his sea-shell, which, applied to the ear, remembers its august abodes and murmurs as the ocean murmurs there, but right on this page of the *Pentameron* I read, "the nightingale himself

takes somewhat of his song from birds less glorified, and the lark, having beaten with her wing the very gates of heaven, cools her breast among the grass." This is of the same brood as Jeremy Taylor's lark, "rising from his bed of grass, and soaring upwards, singing as he rises, and hopes to get to heaven, and climb above the clouds etc." Howsoever there are many larks in the literary sky, and no co-emptionist there.

P. 29.—"For natural abilities are like natural plants, that need pruning by study." *The Rev. Dr. Folliott* remarked: "And I hold with Pindar, 'All that is most excellent is so by nature'. Education can give purposes, but not powers." In another place the excellent Doctor had said, "the mass of mankind being blockheads of different degrees, education gives a fixed direction to their stupidity." "Read by deputy", "No, die by attorney"; "argument", "and sheathed their swords for lack of argument."

30.—"A present wit", not an absent mind; "To seem to know etc.," like Mrs. Blimber's Greek. "Shooting."—"shoting is not onely the moost honest pastime for the mind and that for all sortes of men, but also it is a moost redy medicine, to purge the hole realme."

"Let him study mathematics"—the old man eloquent of pedagogy, just quoted from, Roger Ascham, has this caution: "Mark all math-

ematicall heads which be onely and wholly bent to those sciences, how solitarie they be themselves, how vnfit to line with others, and how vnapt to serve in the world"; "apt to beat", "apt to teach", not vnapt". The hope springs in my human breast that the matter here given may serve the need of some one, or even two. I know that at the least I have one reader, besides the editor.

As a peroration I wish to give a few choice bits of Bacon to put a good taste in our mouths at quitting, my readers and mine.

a. The virtue of prosperity is temperance, the virtue of adversity is fortitude.

b. This communicating of a man's self to his friend works two contrary effects; it redoubleth joys, and cutteth griefs in halves.

c. There is no such flatterer as is a man's self.

d. They that deny a God destroy man's nobility; for certainly man is of kin to the beasts by his body; and, if he be not of kin to God by his spirit, he is a base and ignoble creature.

e. Power to do good is the true and lawful end of aspiring.

f. Use the memory of thy predecessor fairly and tenderly; if thou dost not it is a debt will sure be paid when thou art gone.

g. God never wrought miracles to convince atheism because his ordinary works convince it.

h. A little philosophy inclineth man's mind to atheism, but depth in philosophy bringeth men's minds about to religion.

i. It hath been an opinion, that the French are wiser than they seem, and the Spaniards seem wiser than they are.

j. A crowd is not company, and faces are but a gallery of pictures, and talk but a tinkling cymbal, when there is no love. (1)

k. In a word, a man were better relate himself to a statue or picture than to suffer his thoughts to pass in smother. (2)

l. Nature will lie buried a great time and yet revive upon the occasion. (3)

m. They are happy men whose natures sort with their vocations.

(1) How wearily the grind of toil goes on where love is wanting. *Whittier.*

(2) Thoughts, shut up, want air and spoil. *Young.*

(3) You may drive out nature with a pitchfork but she'll come back. *Proverb.*

J. J. BURNS.

U. S. History.

The readers of these papers are doubtless familiar with the distinction between nullification and secession. Each was based on the doctrine of state-sovereignty. When South Carolina attempted in 1832 to nullify the tariff laws passed by the Congress of the United States,

she proposed to obey all the laws of the country except those that she had declared null and void. They were, from her point of view, a nullity within her limits. She, a sovereign State had sat in judgment upon their constitutionality, and had decided that they were unconstitutional, and, therefore, null and void. When she attempted to secede in 1860, her object was to place herself in the same relation to the United States that is occupied by any foreign power. In other words, in 1832 she proposed to be in the union except so far as the tariff laws were concerned; in 1860, she proposed to be out of it altogether.

If the constitution had been in practice construed in harmony with the doctrine of nullification, there would have been no substantial difference between it and the Articles of Confederation. The laws passed by the Congress of the Confederation were null and void unless the states chose to execute them. According to the doctrine of nullification, the laws of the United States were null and void if the states chose to nullify them. Under the Articles of Confederation, the laws passed by Congress were null unless the states chose to act upon them; under the Constitution—interpreted in harmony with the doctrine of nullification—the laws of the country would have been valid until the states set them aside. The doctrine of nullification,

therefore, gave the states the same absolute power to ignore the laws of the general government which they exercised under the Confederation.

It seems difficult to understand, therefore, how able men who had studied our Constitution could believe in nullification as a constitutional right. To most of us it seems self-evident that it is the business of the Supreme Court to sit in judgment upon the constitutionality of laws. James Bryce, as we know, says that the Supreme Court is the constitution speaking. In other words, the decisions of the Supreme Court are, as it were, the voice of the constitution itself, declaring its meaning on the point in question. And yet men of great ability, notably Calhoun, have undoubtedly believed that the states had a right to declare laws unconstitutional and therefore null and void even though they had been pronounced constitutional by the Supreme Court. What is the explanation?

The writings of Jefferson throw no light on this question. Indeed, as the text intimates it is not true that the theory of nullification was his carefully considered and deliberate opinion. He was very much excited in 1798—in common with all public men of the time. And his Kentucky resolutions are to be regarded as a weapon which he hastily and excitedly thrust into

the hands of liberty in order that she might be able to defend herself against the attacks, which the passage of the odious Alien and Sedition Laws made him believe that the Federalists meant to make upon her.

But Calhoun's writings enable us to understand the method by which, with the constitution open before him, he was able to believe that the states might even overrule the decisions of the Supreme Court. He regarded the states as the principal, the general government, in all its departments, legislative, executive and judicial, as the agent. To say that the decisions of the Supreme Court should prevail over the decisions of the state, was, from Calhoun's point of view, to say that the court of the agent should prevail against the decisions of the principal.

The absurdity of this, as Calhoun saw it, will be more clearly apparent if we bear in mind that he regarded the constitution as the instrument according to which the principals—the sovereign states—had created their agent, the general government, and in which they had marked out and defined its powers. To say that the interpretation put upon the constitution by the Supreme Court should prevail against that of the states, was to say that the interpretation of an agent upon the instrument from which the agent derived its being should prevail

against that of the principal who had created both instrument and agent.

This reasoning certainly has a good deal of force if we accept the premises upon which it is based. But the premises are not true. The principal in our country is neither the state nor the general government but the American people. They are the sovereign and both the general government and the governments of the states are their agents. The American people have delegated one set of governmental functions to the general government; another to the government of the states. But among the functions which they have delegated to the Supreme Court is that of passing in certain cases, upon the constitutionality of laws passed either by the general government or by the governments of the states. The Supreme Court, then, when it passes upon the constitutionality of laws, is merely doing the work which it was created to do by the American people.

The first of these papers undertook to show that a large part of the work of the teacher of history consists in emphasizing important facts, and in deducing from them the significance that makes them important. The letter written by George Cabot to Hamilton in 1800 is certainly an important fact whose significance should not escape the members of the Reading Circle. If

you are teaching American history and your pupils want to know why the Federalists were overthrown in 1800, and why they never again gained control of the government, tell them because it was an un-American party, because they did not heartily believe in a government by the people. And if you have taught them so well that they are unwilling to take your word for what you say, if you have caused them to form the habit of requiring proof for the inferences you draw from the facts of history, read to them—or, better still, get them to read Cabot's letter to Hamilton. Tell them, moreover, what kind of a man Cabot was—that he was a careful, conservative man, of broad culture and great ability. Then get them to go over slowly and thoughtfully the leading measures of Adams's administration and ask them how it was that a man like Cabot could regard such measures as evidence that Adams was but little attached to the support of the public credit and the right of property, and that he preferred war with England and paper money to the stable condition aimed at by Washington. Fisher Ames, as we know, was disposed to doubt the orthodoxy of John Marshall's Federalism because he did not believe in the Alien and Sedition Laws. The reason is that Fisher Ames had such a profound conviction of the anarchical tendencies of the American

people, such a distrust in other words, of government by the people, that those laws seemed to him an absolute necessity, and he found it almost impossible to believe that any one could doubt the expediency of these laws, who did not differ with him fundamentally on questions of public policy.

It is indeed instructive to note that the events of the time—especially in France, were driving the Federalist leaders further and further away from a belief in government by the people. Hamilton, Cabot, Pickering, Fisher Ames and Sedgwick, were certainly as bitterly opposed to the French mission in 1799 as the Republicans were to the English mission in 1794. As the Republicans wanted no treaty with England in 1794, so the Federalists wanted none with France in 1799. As the Republicans felt that a treaty with England in 1794 would amount to an alliance with Kings against the people, so the Federalists in 1799 believed that a treaty with France would be a treaty with a nation of democrats, destitute alike of faith and honor. And their utter abhorrence of democracy as they saw it in France, made them abhor it everywhere.

A realization of this will convince us, I believe, of the truth of the statement made by the text—that with such ideas of the American people—with such a confounding of the hard-headed, practical, sober,

Anglo-saxon on this side of the water, with the fanatical, visionary, idealistic Frenchmen of the time—it was impossible for the Federalist party to govern wisely. If the American people had been Frenchmen the Alien and Sedition Laws would have been wise laws. And the same confusion of ideas that led to their passage was sure to lead to other measures utterly unsuited to the people for whom they were passed — provided the Federal party remained in power.

Induction and Class-room Method.

The chapter on Induction in the General Method is an attempt to discuss the simple principle upon which the instruction is based. It is a treatment of the same mental process that is described in De Garro's *Essentials of Method*. A simple practical work on the Method of the Recitation is being worked out and will soon be published. It is based upon the idea of the Formal Steps as elaborated and applied in Germany.

In the effort to apply the principles of Herbart to the work of instruction a plan of recitation has been developed based upon the general principles of inductive and deductive thinking. The problem to be solved is presented in the question: How shall we teach children important topics in different studies? What is the natural and rational process by which a child

approaches and masters any given topic in a study? In the effort to solve this problem we are thrown back upon the leading principles which govern mental action (psychology) and upon the logical order and connection of ideas in a given subject of study. In other words we must keep in mind both the child and the study. If there are general laws in accordance with which a child's mind applies itself to a study, we need to know them in planning a recitation. If the subject of study itself demands a certain logical order we must also recognize this limitation.

First of all it will be well to answer this question: Is there a form to instruction? Is there a right way to teach? (All other ways being wrong.) Most teachers naturally resent interference; they object to being put under the control of definite requirements in instruction. They prefer to do as they please and to exercise their own originality and independence. Teachers generally sneer at the notion of a definite method or process of teaching. It is well however to notice the broad latitude thus granted for sinning against every principle of right method. Originality in methods of teaching in a great majority of cases simply means freedom to do things in the wrong way; to use slipshod old fashioned, often irrational methods. It means the rule of caprice, care-

lessness and general indifference to the principles of education. It will have to be admitted that even the psychologists and students of education do not agree upon some important points, but in spite of this the experience of men in education has already developed some important fundamental principles of teaching which can be understood and applied by every intelligent teacher. The disciples of Herbart in Germany have made a serious effort to organize these principles into a plan of recitation work which has been applied to school room tasks for a number of years.

The Five Formal Steps of Instruction constitute such a combination of educational principles which can be applied to the teaching of topics in different studies in different ways. Before entering upon a statement of principles involved in the formal steps let us note down a few of the essentials of good recitation work which will be recognized and accepted by, nearly all teachers.

1. Self-activity on the part of the pupil in seeing, thinking and mastering things for himself.

2. Vigor and intensity of mental effort so as to establish habits of concentration and of strength, avoiding carelessness, sleepiness and general laxity.

3. A proper use of a child's previous knowledge as he advances into the new lessons.

4. All the knowledge acquired by a child should be based upon concrete and real objects of thought.

The history of education since Comenius's time emphasizes, over and over again, the necessity for sense training and the basing of all knowledge upon an experience with real things. There is perpetual danger in all schools of knowledge becoming simply verbal, a pure memory drill.

5. Thoroughness of knowledge. The knowledge gained by the children in the schools should be thoroughly mastered, and one of the most important things for the teacher to do in a recitation is to give such tests, reviews and drills as shall bring about a conscious mastery of the principles of a subject and the ability to apply them under a variety of forms.

6. School children not only need to master the school sciences theoretically and in text-book form, but they need to learn how to use knowledge in the practical affairs of life. The school cannot undertake the whole of this duty and yet it must teach children how to use their knowledge; how to bring school information into relation with life, with real experience in the world.

7. In some studies the children are to learn not so much science as arts, such as reading and writing. They are to form habits in reading

and writing which will be of the utmost value to them in school and in life.

8. As children move along through the school grades they should become conscious more and more of the scientific order and system that prevail in studies. There is a scientific framework in every study. The simple fundamental principles which give unity and connection to the parts of a study as in grammar or geography, should be seen in their importance. As children advance in their studies they are capable of a better grasp of knowledge in its scientific form.

9. Knowledge should be so selected and presented to children that it will awaken a natural and spontaneous interest. There may indeed be many severe tasks and knotty problems to be worked out, but even these may often times contribute to a growing and deepening interest.

10. Children should be trained in school to think and reason, to exercise their own judgment, to be independent, self-reliant in thought and deed. Their minds are not so much to be moulded as to be developed in every proper direction.

These are at least a few of the simple requirements which most teachers will agree to. Now if we can find in the study of psychology, especially of child psychology, and in the school studies themselves, a general process which fits the

child's natural mode of acquiring knowledge in the different studies, it will greatly help those teachers who are willing to learn.

Now what are the controlling principles which underlie the process of learning as interpreted by the formal steps?

1. It is inductive-deductive. The first four steps give a series of approaches to and mastery of a topic, inductively. Some one object of thought is carefully examined, analyzed and grasped in its parts and as a whole (first and second steps). It is then compared with other similar or contrasted objects of thought until a group notion, a concept or law is discovered and clearly set up as a general or class notion (third and fourth steps.) After this law or general notion has been expressly worked out and formulated the range of its application is tested (fifth step.) It is applied in new directions upon new materials. Its place and relationship to other and general notions are seen and understood. The deep fundamental value of this inductive-deductive process in learning can best be determined by a study of natural mental processes. There are two or three reasons for thinking that this inductive-deductive thought process is the necessary channel through which mental life pours itself.

1. It is the unmistakable con-

viction of thinkers and teachers that children must begin with concrete objects of thought and by a process of observation (analysis and synthesis) comparison and association on the basis of similarity, advance (inductively) to the grasp of class notions (generalizations). This seems in children to be a natural and even unconscious mental movement.

2. General notions are the goal of instruction. They are not indeed the ultimate goal. All knowledge must pass up out of the concrete stage into the stage of thought (general notion). Until it reaches this stage knowledge has no breadth. It cannot see beyond the individual and discover that a single idea runs through the world and compasses a whole multitude of objects. A horse or a cow is limited largely to particular notions and remains forever tied to concrete things. A child leaps from the perception and comparison of a few objects to a conception of a common idea underlying the many. The child frees itself from slavery to individual sense perceptions and by the power of thought and imagination puts unity and connection into a whole world of things. In the four steps of the inductive process we are working always toward general notions. We begin with a world of objective things, we observe, classify and work out general notions in a great variety of

forms. We have worked away from the concrete to the abstract or general.

3. But these general notions are for use. We turn them back again upon the world of realities. We discover new and varied applications and extensions. General notions are worthless unless they are applied to life. This is the use of knowledge. This is the application of general truths to the intricate and tangled relations of ordinary life in the world.

4. The inductive-deductive process of thought is based upon the idea that children do their own thinking and that the teacher cannot do it for them. They must see and compare and draw conclusions and apply the general notions mastered. This whole process is radically based upon the notion of self-activity in children.

5. In the first and second steps and to a large extent throughout this whole process the principle of apperception finds a full recognition. Children are to make their way into the fields of knowledge out of the old fields of experience. They must fall back at every advance step upon the old basis of supply. They must keep the line of retreat open in every emergency so as to be able to fall back upon their reserves. This also means self-activity throughout.

6. The inductive-deductive process which we have described is

a process of investigation, of discovery. It is not dogmatic, formal, didactic but experimental, inventive, inquisitive. It searches out and discovers truth. At least this is the spirit which it seeks to incorporate.

7. To what extent is thorough and systematic knowledge attainable in such a method? There are three points in this inductive process where thoroughness of knowledge and systematic drill are necessary; in the second step (clear and full description of the object of thought); in the fourth step (clear and accurate statement of the general notion until it is fully mastered); in the fifth step (the varied application of a general notion until it is easily recognized under all disguises).

We can only suggest the result of a wise use of the principles involved in the formal steps when applied to instruction in the studies. If these are the true principles of mental action of children, conformity to them in instruction does not mean slavery but freedom. It is a very low and perverted notion that means power to do as one pleases. The road to freedom leads through obedience to fundamental laws. All thinkers are agreed upon this proposition. The only question is, What are the laws. To disregard well-established laws in teaching, a refusal to obey rational requirements because they limit our freedom to

do as we please is simply to follow a road that leads to blundering and grief. He who refuses instruction and control is simply heaping up difficulties in his own path because he pursues a line of action that constantly violates natural laws.

CHARLES A. MCMURRY.

Not Practical.

Scores of letters have reached the editor containing very complimentary references to the Reading Circle Department, but a recent mail brought one which states that the articles contained in this department are *not practical*.

This leads to the remark that it is possible to take a very narrow view of what is practical in life in general and especially in the life of the teacher. If to teach school means simply the mechanical work of making use of mechanical devices to bring about mechanical results in a purely mechanical manner, then the charge that the Reading Circle Department is not practical is a just one. If on the other hand it is necessary for the true teacher to read the best books, and in their reading to seek the aid of the suggestions which come from those whose wider experience and reading make their suggestions profitable; if the teacher should be constantly working toward that wider scholarship and broader culture which distinguish the well

trained from the ignorant mind; if to teach school means something more than to keep order and hear parrot-like recitations, then the charge is not true.

We are anxious to do all in our power to help the really practical teacher in a really practical manner, but under no circumstances will the columns of the MONTHLY be filled with such devices as are frequently found in school journals and which are always sought by school keepers who have never gained a single glimpse into the land of opportunities which is so full of interest to the earnest, industrious, broadminded teacher who knows that true success in the school room means something better than merely having pupils recite after some regularly prescribed method explained to such an extent that thought on his part is unnecessary.

Secretary's Report.

Since the last report the following amounts have been received:

1. DELINQUENT FEES FOR 1894-5.	
W. H. Gregg, Guernsey County...	\$ 0 50
Helen E. Veall, Ross County. . . .	75
W. L. Harbaugh, Putnam County. . .	50
Jos. H. Hartman, Clark County. . . .	75
Total.	\$ 2 50
2. FEES FOR 1895-6.	
Helen E. Veall, Ross County.	\$ 3 2
Abbie Wilson, Shelby County.	2 7
Total.	\$ 6 0

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MARGARET W. SUTHERLAND,
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Educational Press Association of America.

PAPER.	POSTOFFICE.
American Teacher.....	Boston, Mass.
American School Board Journal..	.....
.....	Milwaukee, Wis.
Colorado School Journal.....	Denver, Colo.
Educational Review.....	New York, N. Y.
Education.....	Boston, Mass.
Iowa Normal Monthly....	Dubuque, Iowa.
Michigan Moderator.....	Lansing, Mich.
New England Journal of Education..	.....
.....	Boston, Mass.

PAPER.	POSTOFFICE.
Nothwestern Journal of Education..	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio
Primary Education.....	Boston, Mass.
Popular Educator.....	Boston, Mass.
Public School Journal....	Bloomington, Ill.
Pennsylvania School Journal.....	.....
.....	Lancaster, Pa.
Primary School.....	New York, N. Y.
School Review.....	Hamilton, N. Y.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
Texas School Journal.....	Dallas, Texas.
Teachers' Institute.....	New York, N. Y.
Western School Journal.....	Topeka, Kansas.

—In our new dress we make our bow and wish you all a happy New Year.

A Christmas Carol.

BY J. C. RIDGE.

Glad Christmas-time
With Gift sublime
Came with the Star the shepherds saw.
"Peace and Good Will"
The world did thrill
And Love became the common law.

And since the Child
In accents mild
In name of love repealed old laws,
And men gave heed
To better creed,
All homes have known a Santa Claus.

Fond memory back
O'er life's trod track
To that old home before we pause;
And, as of old,
Hear stories told,
From Mother's lips, of Santa Claus.

The stories done,
We, one by one,
Upon the wall our stockings hang.
With faith and trust,
That come he must,
Through all the house our good nights rang.

At last in bed,
 Our prayers all said,
 A feverish fancy reigns at will;
 Our slumber teems
 With anxious dreams,
 Till morn discovers Santa's fill.

The Christmas-time
 Rings out its chime,
 And children, waking, leap from bed.
 What glad surprise
 In laughing eyes!
 What blessings showered on Santa's head!

What welcome toys
 For all the boys!
 How warm the thanks to Santa sent!
 The uncombed curls
 Of glad-eyed girls
 Frame living pictures of content.

That fairy hame
 Whence Santa came
 Still yields its gifts while children sleep;
 Child-faith is well —
 Break not the spell —
 Let Santa still his vigils keep.

No longer boys;
 Our childhood joys
 Are passed, and Noon is now at hand;
 But memory dear
 Shall bring each year
 Her fragrance from Youth's fairy-land.

Aye, flowers of Spring
 Shall memory bring
 And scatter o'er our downhill way;
 And radiant Morn
 And golden Noon
 Add luster to life's closing day.
 Mt. Auburn, Cincinnati, Christmas, 1895.

—Beginning with this issue each person whose subscription expires will receive a notice to that effect. To this notice an immediate reply should be sent stating whether a renewal is desired or not. It is not

an absolute necessity that cash accompany each renewal, but the offer made in the notice should be a sufficient inducement to every one to send the cash. *The important thing however is that an answer of some kind be sent promptly.*

—Beginning with the February number there will be published in the MONTHLY a series of instructive and truly practical articles on Language Lessons by the associate editor.

Prof. W. A. Kellerman of the Ohio State University will also contribute a series of articles on the study of Botany, commencing with this number. These articles will be very suggestive to teachers in all grades of schools, but especially helpful to teachers in the country schools.

—An urgent letter of inquiry sent several days since to Secretary Irwin Sheppard for something official regarding the time and place of the next meeting of the N. E. A. has brought no reply. It is understood, however, that the meeting will be held at the usual time in July at Buffalo, N. Y.

—The executive committee of the State Association has not yet determined the time or place of holding the next meeting. There seems to be a general demand to go to Chautauqua, providing satisfactory arrangements can be made with the railroads. It is earnestly hoped that some plan can be devised to

compel every one who attends to pay his membership fee.

— In reply to several inquiries regarding railroad rates, time of trains etc., to Jacksonville, Fla., for the meeting of the Department of Superintendence of the N. E. A., February 18, 19 and 20, 1896, the editor desires to state that he will take great pleasure in corresponding with all persons who expect to attend, giving just as soon as possible information in detail regarding the trip.

Mental Arithmetic.

One of the few things which the editor remembers with pleasure and profit in his experience as a country school boy is the drill given him by one or two teachers in mental arithmetic, and to this day whenever he sees in school—as he does sometimes see—pupils wasting many minutes of precious time in writing out long solutions to short problems and doing with slates and pencils what they ought to do with their heads, a longing for the old times in one respect at least comes to him. It is encouraging to know that in all our best schools there are plain indications that teachers are coming to their senses once more with reference to this important matter. Give us, not less arithmetic, or algebra in its stead for mere children, but more of sensibly taught mental or oral arith-

metic and better thinkers will be the result. Special attention is called to the following taken from an excellent address made by Supt. E. D. Lyon of Mansfield at the Northwestern Ohio Teachers' Association at its recent meeting, and published in full in the Tiffin papers.

I believe my opinion to be yours, that a thorough and systematic course of instruction in oral arithmetic gives more mental grasp and clears the mind for mastering difficulties as they arise elsewhere with more efficiency than any other study we have below the high school.

What slaves we are to the slate and the tablet! Children in the primary grades are working with slates when the same results could be obtained with more ease and more profit without them. In the grammar grades it is even worse. How often have I seen strapping boys and big girls glance hurriedly over the example they were about to attempt to solve, seize quickly the pencil and dash ahead trying one way of solution and then another until an even answer evolved itself or one like that of the book. The mind has thought out nothing and the reason has not been called into play. The process was a mechanical one and about as much intelligence was used as when we walk or eat.

On the other hand have you never seen a boy look thoughtfully at his problem; knit his brow, grapple the enemy and hang on until victorious he takes his pencil and records with ease and delight the result of his struggle and his conquest? Would that this were a commoner sight!

Forty-second Annual Report.

The report of the state commissioner of common schools for the year ending Aug. 31, 1895 was filed with Governor McKinley, Dec. 13, 1895.

Under the head of the general condition of educational affairs encouragement is found in the greatly increased number of townships which have adopted supervision and courses of study, in the closer relations existing between the public schools and colleges, in the large number of pupils who have taken advantage of the provisions of the Boxwell Law, in the good results following the enforcement of the compulsory law, in the constantly increasing number of teachers who are making better preparation for their work, in the rapid growth of the reading circle, and in the constant improvement of the text books in use in the schools.

Under the head of the needs of the schools, special attention is called to the necessity of a strong educational sentiment which can never be produced by either the passage or repeal of laws, and the great importance of more carefully constructed and better heated, lighted and ventilated school buildings, especially in the rural districts.

The special attention of the legislature is again called to the importance of providing some system of professional training for teachers,

and the recommendation is made that a resolution be passed authorizing the secretary of the state board of health and the school commissioner to advertise for plans and specifications for school buildings, both for single rooms for sub-districts, and larger buildings for villages and towns, and that such plans and specifications as are considered satisfactory shall be published in the next annual report, and also in a separate volume for distribution throughout the state.

Special attention is also called to the criminal carelessness on the part of school authorities, existing in many localities in the state as proved by several investigations made in the past year, and the necessity of complying with the strict letter of the law is pointed out.

The report shows that in the past year the commissioner has been present at thirty county institutes, twenty-five teachers' associations and twenty-one commencements; also that he visited within the year forty-five schools and colleges in different sections of the state.

The report closes with an urgent appeal to the legislature to increase the salary of the commissioner from \$2000—the present salary—to \$3000—the amount received by the other state officers, excepting the Governor who receives \$8000. Attention is called to the fact that, at the time the salaries of the other state officials were increased, the

salary of the commissioner was overlooked, and justice demands that the wrong be righted. The present commissioner can not realize any financial benefit from the increase which he recommends, as he has already begun his second term, and it is earnestly requested that the friends and teachers of the public schools unite in securing for the office the just recognition which it deserves in this respect. With a united request coming up from them from all parts of the state there can be no doubt that success will crown the effort.

Some Suggestive Sayings of School Boys.

School boys often make statements embodying underlying principles of successful teaching and good school management which some teachers would do well to heed.

Not long since a superintendent was holding a private consultation in his office with a boy who had been reported by his teacher as being very troublesome and hard to manage. The fact was soon discovered that the difficulty was partly the fault of the teacher who had fallen into such a habit of scolding that all the pupils in the room were made uncomfortable. To the statement of the boy that the teacher had said certain things to him that "he could not stand," the superintendent replied, "I have

said worse things to you than these, myself." The boy stated that what the superintendent had just remarked was true and then very significantly added, "But you let up sometime."

Another boy, in talking to the editor some time since, was expressing great regret that the teacher in the high school, which he was attending, did not keep better order, and said that the pupils really felt sorry for him as he made his hourly appeal for more studiousness and quietness on their part. "But," said the boy, "how can a fellow keep quiet when he has nothing to do, and how can he be expected to study when the teacher is not able to find out in the recitation whether the lesson has been prepared or not."

Two boys were discussing the teacher of the school which they attended. One had just entered the school and expressed a dislike for the teacher because she was so strict in her discipline and so exacting in the preparation and recitation of lessons. The other who had been in the room nearly a year replied, "Well, I didn't like her either at first; none of us boys did; but we've got so we like her first rate. She's awful strict, but she's fair and uses us all alike; even the girls have to behave, and then I tell you I have learned more in the last year than I ever did in two before."

An ill-tempered teacher once remarked to an overgrown country boy, whose opportunities for going to school had been very limited and who, as a consequence, was very large for the class with which he was reciting: "You are so dull and so far behind other pupils of your age. Why, George Washington was a good surveyor when he was your age."

At the next recess this boy was heard to remark: "Let me see. When George Washington was the age of that cranky old fellow there in the school-house, he was President of the United States."

The incidents just related carry with them their own lessons. Extended comment is unnecessary.

The Jacksonville Meeting.

Supt. L. H. Jones of Cleveland, President of the Department of Superintendence of the N. E. A., sends us the following preliminary program of the meeting to be held at Jacksonville, Florida, February 18, 19 and 20, 1896.

The topics to be discussed are all of a practical nature and have a direct bearing upon the actual work of the school room. We congratulate both President Jones and the members of the association on this excellent program and it is earnestly hoped that Ohio superintendents will be present in large numbers.

TUESDAY MORNING, FEB. 18, 9:30 O'CLOCK.

OPENING EXERCISES AND MATTERS OF BUSINESS.

Problems of Detailed Supervision.

1. What is the True Function or Essence of Supervision? — C. A. BARCOCK, Supt. of Schools, Oil City, Pa.
Discussion: Supt. F. Treudley, Youngtown, O.
Supt. H. J. Phillips, Birmingham, Ala.
2. What is the Best Use that can be made of the Grade Meeting? — EDWARD C. DELANO, Asst. Supt. Schools, Chicago, Ill.
3. Courses of Pedagogical Study as Related to Professional Improvement in a Corps of City Teachers. — W. S. SUTTON, Supt. of Schools, Houston, Tex.
Discussion opened by E. H. Mark, Supt. of Schools, Louisville, Ky.

TUESDAY AFTERNOON, 2:30 O'CLOCK.

How Shall the Best Schools be Brought to the People in the Rural Districts?

1. Principal Paper—Some Social Factors in Rural Education in the United States. — B. A. HINSDALE, Chair of Pedagogy, University of Michigan.
2. Progress in Rural Schools in Massachusetts under Legislative Appropriations for Transporting Children from One District to Another.

Discussion opened by the members of the Committee on Rural Schools.

TUESDAY EVENING, 8 O'CLOCK.

The Vocation of the Teacher. — J. G. SCHURMAN, President Cornell University, Ithaca, N. Y.

WEDNESDAY MORNING, FEB. 19, 9:30 O'CLOCK.

Co-ordination, Correlation, Concentration.

1. The Necessity for Five Co-ordinate Groups in a Course of Study. — W. T. HARRIS, United States Commissioner of Education.
2. What Correlations of Studies seem Advisable and Possible in the Present State of Advancement in Teaching? — C. B. GILBERT, Supt. of Schools, St. Paul, Minn.
3. Concentration of Studies as a Means of Developing Character. — CHARLES DE GARMO, President Swarthmore College, Pa.

WEDNESDAY AFTERNOON, 2:30 O'CLOCK.

1. Isolation and Unification as Bases of Courses of Study. — E. E. WHITE, Ex-Supt. of Schools, Cincinnati, O.
Discussion: S. N. Inglis, State Supt. Public Instruction, Illinois.

2. Organic Relations of Studies in Human Learning.—W. N. HAILMANN, Supt. of Indian Schools.

Discussion: J. M. Guilliams, Prin. Normal School, Jasper, Fla.

3. Some Practical Results of Child Study.—A. S. WHITNEY, Supt. of Schools, East Saginaw, Mich.

WEDNESDAY EVENING, 8 O'CLOCK.

The Influence of the Kindergarten Spirit upon the Public Schools.—JAMES L. HUGHES, Inspector of Schools, Toronto, Ont.

THURSDAY MORNING, FEB. 20, 9:30 O'CLOCK.

Ideals in Education.

1. What should the Elementary School Accomplish for the Child?—ARNOLD TOMPKINS, Chair of Pedagogy, University of Illinois. Discussion: Miss E. C. Davis, Supervisor of Schools, Cleveland.
2. What should the High School Do for the Graduate of the Elementary School?—F. LOUIS SOLDAN, Supt. of Schools, St. Louis. Discussion: Joseph Swain, President Indiana University.
3. What should the College and University Do for the Graduate of the High School?—JAMES H. BAKER, President University of Colorado.

THURSDAY AFTERNOON, 2:30 O'CLOCK.

Round Tables.

1. City Superintendents.—JAMES M. GREENWOOD, Supt. of Schools, Kansas City, Chairman and leader in discussion.
2. State Superintendents.—CHARLES R. SKINNER, State Supt. of New York, Chairman and leader in discussion.
3. County Superintendents.—JOEL MEAD, County Supt. Duval County, Fla., Chairman and leader in discussion.
4. National Society Child Study.—EDWARD N. HARTWELL, Director Physical Culture, Boston Public Schools, Chairman and leader in discussion.

The various subjects for discussion in the different Round Tables will be definitely noted on the completed program.

THURSDAY EVENING, 8 O'CLOCK.

Some Educational Questions Pertaining to the New South.—J. L. M. CURRY, Agent Peabody Fund.

Names of other leaders in discussion of the various papers and other speakers for evening meetings will appear on the completed program, which will be issued in a few weeks.

HOTELS.

Windsor,	Headquarters of the Department, \$3.00.
Everett,	\$3.00. \$2.50 two in a room.
St. James,	3.00.
Placed,	3.00
New Duval,	2.50. \$2.00 two in a room.
Geneva,	2.50.
Carleton,	3.00.
St. Johns,	1.50.

The meetings of the Department will be held in the Opera House. Should a larger hall be needed for any of the meetings, the Sub-Tropical Hall has been placed at the disposal of the Department.

Negotiations are now in progress for railroad rates. It is hoped that excellent rates and satisfactory arrangements will soon be made.

The city of Jacksonville has given ample assurance that she will do all she can to make our stay there pleasant and profitable. Several free excursions, particularly on the St. Johns River and to the Atlantic, have been arranged by the city; while the railroads have arranged for many others at a rate so low as to be very nearly free.

State Examination.

Sixty-eight men and five women registered as applicants for the examination held in Columbus, Dec. 24, 25 and 26, 1895. Of this number sixty men and five women were present.

High School Life Certificates were granted to the following:

L. E. Amidon, West Bend, Wis.; Chas. A. Armstrong, Canton; Wilbur S. Dean, Warsaw; H. M. Linn, Sandusky; D. W. McGlenen, Mantua Station; T. W. Shimp, Fort Recovery; E. J. Shives, Sandusky; Mary Hubbell, Mt. Vernon.

The following received Common School Life Certificates:

J. S. Beck, Lancaster; W. E. Bowman, No. Baltimore; James A. Calderhead, Limaville; R. B. Ewing, Gallipolis; Harry Z. Hobson,

Empire; J. M. Hamilton, Lebanon; H. H. Hoffman, Lockbourne; E. M. Johnson, Lees Creek; S. K. Mardis, Gnadenhutten; T. G. Maxwell, Marlboro; E. E. McCaslin, Clifton; M. R. McElroy, Wooster; J. E. Peterson, Rex; F. E. Reynolds, Manchester; H. A. Richardson, Magnolia; John Slye, Amelia; G. D. Smith, Delaware; C. E. Thomas, Collett, Ind., P. I. Tussing, Waynesfield; M. E. Wilson, Ada.

The examinations for 1896 will be held in Columbus, June 23-25, and December 22-24. The board reorganized by electing Charles Hauptert of Wooster, president; J. P. Sharkey, of Eaton, clerk; and C. W. Bennett of Piqua, treasurer.

State Association of School Examiners.

This Association met at Columbus, December 26 and 27, and the attendance showed that sixty-four examiners, representing forty-one different counties, were present and enrolled their names as members of the Association.

The discussions were earnest and pointed, and very beneficial to all present. The only regret is that every board in the state was not represented.

The following resolutions indicate the opinions of those present on the different topics discussed:

Resolved, That examining boards should be non-partisan, and should be appointed solely on the basis of their efficiency,

That an examiner should be actively engaged in school work; that it is no longer necessary to select examiners from other professions, and that an essential qualification should be the possession of a professional certificate and of high moral character,

That the State School Commissioner should have the power to confirm the appointment of school examiners, and where appointments have been made in violation of the requirements herein stated, he should have the power to reject such appointment and request the Probate Judge to make another appointment. If such appointment is not then made, the Commissioner shall appoint.

That the board of examiners should not hesitate to give counsel and suggestion, voluntary, when not solicited, to the executive committee of the teachers' institute with a view to shaping the character and scope of the instruction.

That one examiner, at least, should take a place on the executive committee, and in that capacity have a voice in deciding the course of instruction.

That the examiners be present at all sessions of the institute, as a matter of duty, to become more thoroughly acquainted with the teachers, to inspire with their presence, to aid in the instruction, and to unify the educational interest and sentiment.

That the township superintendents and school examiners should co-operate to raise the standard of teachers and teaching in their respective counties.

That the township superintendent coming in close touch with his

teachers may furnish valuable information as to the moral qualifications and success in teaching of those under his supervision, to the county examiners.

That the county examiners may be strong factors in creating a sentiment in favor of township supervision in their respective counties.

That in so doing they may create the most valuable and trustworthy assistants in promoting the highest interest of the public schools.

That more than one day should be given for examination, at the option of the applicant, and that we recommend the use of the Hamilton County plan; also

That we recommend in connection with this resolution, the publication of the Hamilton County Plan. (This plan will be published in detail in the February Monthly.)

That a knowledge of the applicant's work should form an important factor in estimating his grades.

That a manifest breadth of information should be counted, as well as exactness of detail.

That a well prepared manuscript is evidence of good scholarship.

That a definite record of grades should be kept.

That the primary certificate should be a professional certificate, and should be granted only to those who hold a regular teacher's certificate, and who show themselves skilled in primary teaching.

That such examination should be based principally on the theory and practice of teaching as related to primary work.

That it is the sense of this Association that if an applicant fails in examination in one or two branches,

he be required to take the whole examination over.

That as a rule, it is not wise to grant trial certificates i. e. certificates based on grades less than those necessary to obtain a fourth class certificate.

One of the most interesting of the discussions was on the subject of the revocation of certificates for immoral character, and while there was some difference of opinion as to the proper method of procedure from a legal standpoint, all agreed that the schools should be most carefully guarded against the influence of the immoral teacher. The following report on this subject which was read by Supt. E. A. Jones of Massillon, and which received the hearty endorsement of all present, is indicative of the high standard taken by representative school men of the state on this important question and is positive evidence that the moral education of the boys and girls in Ohio is not being neglected.

Recognizing the fact that the development of a strong moral character is the chief end of education, and believing that the teacher through his example and personal influence, is the most important factor in securing this end, we realize that a great responsibility rests upon the various boards of school examiners in Ohio who are constituted by law the sole judges of the moral character of applicants for teachers' certificates.

In view of these facts, be it

Resolved, That all the examiners of the state should have a high standard of excellence in this respect, and that every possible effort should be made to protect the schools, and to prevent unworthy persons from receiving a license to teach.

Resolved, That while there may be a difference of opinion in some respects in reference to what constitutes a good moral character, we are all agreed that proof of dishonesty, profanity, immorality, the use of intoxicating liquors and the frequenting of saloons, should prevent any applicant from receiving a certificate to teach school in the State of Ohio.

The following officers were elected for the coming year:

President, J. P. Cummins, Clifton (Cincinnati); Secretary, I. M. Jordan, Chillicothe; Executive Committee: F. Schnee, Cuyahoga Falls; I. C. Guinther, Galion; W. H. Gregg, Quaker City.

State Association of Township Superintendents.

All who attended the meeting of this Association at Columbus, December 27 and 28, were fully convinced that township supervision is rapidly becoming one of the most important factors in the educational work of the state. At least fifty township superintendents were present and the discussions showed great intelligence and earnestness on their part with reference to their work. The following resolutions

were adopted as an expression of opinion on the most important topics discussed:

WORKMAN LAW.

Whereas, our experience under the Workman Law and our observation of its results convince us that it provides for the most efficient organization of the township schools; therefore, be it

Resolved, That we, the Township Superintendents of the State of Ohio, do hereby express our hearty commendation of this law and pledge our support to secure its continuance in its present form.

BOXWELL LAW.

Whereas, we, the township superintendents in convention assembled knowing that the Boxwell Law has been among the best educational measures yet enacted by our State Legislature,

Therefore, be it resolved, That the law is of great value to townships not having superintendents as a special incentive to pupils to make earnest and determined efforts for advancement.

That Boxwell graduates should be encouraged by teachers and superintendents to enter some high school.

That we heartily endorse the law in the main but we think it would be improved by making it optional with the county examiners as to the place of holding examinations and as to the time and place of holding the county commencement.

GRADING THE SCHOOLS.

Whereas the plan of organization and classification used by Supt. H. H. Shipton of Groveport, Franklin

County, Ohio, is feasible and practicable, therefore, be it

Resolved, That he be appointed a committee of one to write out in detail the plan of grading used in his schools, that it be printed at the expense of the Association and copies sent to the superintendents of the state.

FIELD NOTES.

—Principal J. F. Koehler of Winthrop, Minn., writes in an interesting manner of the work in his new field. His Ohio friends will be glad to hear of his continued success.

—The following sensible words are taken from the new Manual of the Public School of North Baltimore, W. D. Pepple, superintendent:

Every appliance in public instruction should look to the general good, aiming to secure the highest good to the largest number, and the chief end in view is to develop individual effort and inclination; in a general sense, to bring about habits of industry, self-control, and a will power to pursue an assigned task.

The true principle of education is depth and thoroughness in a few things, and afterward, if there be time, general information suited to any calling in life.

The safe school policy, in any community, aims to fit the average pupil for the common duties of life. Childhood and youth are the most impressible years. The schools af-

ford a favorable opportunity for training the individual pupil for duties of citizenship, correct habits of thinking, principles of right living, and to proper expressions of thought and feeling.

—J. J. Hornberger, formerly of Richfield, O., is now superintendent of schools at Manistique, Mich., with eighteen teachers and seven hundred pupils.

—We are in receipt of an invitation to the reception tendered Governor Greenhalge of Massachusetts by the citizens of Leicester, and note with pleasure that one of the members of the executive committee is Corwin F. Palmer, formerly superintendent of the schools at Dresden, O. Another letter from Mr. Palmer announces the program of the Worcester County, Mass., Schoolmasters' Club, of which he is secretary.

—Greene county teachers held their second bi-monthly meeting at Xenia, Dec. 7. Miss Mattie Crawford read a paper on "Grammar School Incentives to High School Work", and "Truth Seeking" was the subject of another paper by G. J. Graham. Supt. Henry G. Williams of Lynchburg made an address on "Applied Psychology", and the regular bi-monthly address was delivered by Prof. S. D. Fess of Ada.

—We learn from the program of the Kansas State Teachers' Asso-

ciation, which was held in Topeka, Dec. 25, 26 and 27, that the chairman of the city superintendents' round table, was Frank R. Dyer, formerly principal of the Canton, O., high school, but now superintendent of the Wichita public schools.

—Supt. W. W. Ross of Fremont delivered an address before the Northwestern Ohio Teachers' Association at Tiffin Nov. 30 in which he took a very strong stand in favor of free text-books. Our readers will find in the school commissioner's report for 1891 an article from Supt. Ross on the same subject.

—The Preble County Teachers' Association at Eaton, Dec. 7, was very largely attended. The forenoon session was occupied in a general discussion of the reading circle which showed that circles have been formed in each of the townships and that good work is being done.

At the afternoon session the Rev. Mr. Carpenter, pastor of the Universalist church of Eaton, read a very interesting and instructive paper on Bacteriology after which President Canfield of O. S. U. made one of the best addresses ever delivered in the county in which he made a strong appeal to the teachers to give more of earnestness to their work. Prof. Byron King of Pittsburg, Pa., was in the audience and responded to a call

by giving in his very happy manner two fine recitations. The editor made a talk on "School Sentiment" and is under renewed obligations to his friends at the old home for their kind treatment.

—Nearly five hundred teachers were in attendance at the Association in Greenville, Dec. 7. Dr. E. E. White of Columbus and Supt. L. D. Bonebrake of Mt. Vernon were the speakers of the day.

—We are glad to acknowledge the receipt of the course of study for the district schools of Franklin township, Darke county. Courses of study indicate better organization, better work, and better schools.

—Supt. H. H. Cully is succeeding in his new position at Glenville. He has a school of five hundred pupils and eleven teachers.

—The teachers of Scioto county held a profitable meeting at Sciotoville, Dec. 7. The *Portsmouth Daily Tribune* speaks in very high terms of the address made by Principal D. P. Pratt of the Portsmouth high school on "What can be done to elevate the teachers' profession?"

—In reply to several letters of inquiry the statement is made that L. W. Sheppard, formerly superintendent of schools at Mt. Sterling, is now in Columbus devoting all his time to his rapidly increasing publishing business.

—We learn from the *St. Mary's Graphic* that the enrollment of the public schools of that flourishing town has increased from 711 in 1890 to 1266 in 1895. The per cent of increase in the elementary schools is 42; in the high school, 55.

—The Jackson county institute was held at Jackson, Dec. 23-27, with Supt. R. H. Kinnison of Wellington, and Prof. Clyde R. Brown of Athens for instructors.

—W. W. Weaver, formerly superintendent of schools at Napoleon, O., has taken charge of a Normal School to be located at Logansport, Ind., but to be conducted in connection with the Business College at Sandusky, O.

—The Triennial report of the public schools of Newark, Ohio, for the years 1893, 1894, and 1895 contains many important statements and valuable suggestions. The following on the subject of Synonymy is well worth careful consideration.

It seems surprising that the English speaking people should fall so far below other nations in the study of their synonyms. While the French and German people have had several considerable works on the subject of synonymy these many years, we have not had a single writer until a comparatively recent date, who treated it in a scientific manner. Neither has synonymy ever yet, so far as I know,

found a place in the curriculum of the High Schools of the State. In the High School of this city, however, it has been in the regular course of study, extending through the entire course, since 1879. It is invaluable as a preparation for the study of literature and philology—and withal for the English of every day life.

By synonymous words we usually understand words that coincide, or nearly coincide in some part of their meaning, and may hence, within certain limits, be used interchangeably, while outside of these limits they may differ greatly in both meaning and use. The text used in our High School is "Crabb's Synonyms" and is ample in illustration and quotation from authors of the purest English. A properly prepared text-book on synonymy points out clearly the correspondences and differences in meaning of words and so brings to the student a freedom in the selection of words and flexibility of expression so desirable in the study of language. To consider synonyms identical is an error; to forget that they are similar and to some extent equivalent, and sometimes interchangeable, is destructive to freedom and variety.

BOOKS AND MAGAZINES.

American Book Company, Cincinnati, Ohio:

First Greek Book, by Clarence W. Gleason and Caroline Stone Atherton, Roxbury Latin School. With an introduction by Wm. C. Collar. 12mo, cloth, with special devised flexible binding. 285 pages, \$1.00.

The Geological Story Briefly Told, Revised Edition of 1895. By James D. Dana, Yale College. 12mo, cloth, 302 pages. Beautifully printed and bound. 298 figures in the text, \$1.15.

Laboratory Work in Chemistry, A Series of Experiments in General Inorganic Chemistry. By Edward H. Keiser, Bryn Mawr College. 12mo, cloth, 119 pages, 50 cents.

Herr Omnia, by Heinrich Seidel. [Vol. IV. Modern German Texts.] Edited by J. Matthewman, Cheltenham Military Academy. 12mo, boards, 85 pages, 25 cents.

Traumereien, by Richard Von Volkman Leander. [Vol. 5 Modern German Texts.] Edited by Amalie Hanstein, Packer Institute. 12mo, boards, 164 pages, 35 cents. [Other volumes in preparation.]

Klopstock's Bedeutung fuer sein Zeitalter. Master Essay by Cholevius. [Germania Texts No. 3.] 18mo, paper, 28 pages, 10 cents.

Kurz Reineke Fuchs. Essay with Contents and Extracts from the Poem. [Germania Texts.] 18mo, paper, 23 pages, 10 cents. [Others in preparation.]

Niagara Falls and Their History. [National Geographic Monographs, No. 7.] By G. K. Gilbert. Quarto, paper, 33 pages, with illustrations, 20 cents.

Mt. Shasta, A Typical Extinct Volcano. [National Geographic Monographs, No. 8.] By J. S. Diller. Quarto, paper, 31 pages, 20 cents. Annual subscription Geographic Monographs, \$1.50. Prospectus free on application.

Latin Lessons. For Beginners. By E. W. Coy, Ph. D., Principal of Hughes High School, Cincinnati. 12mo, cloth, 330 pages, \$1.00.

Stories of Great Americans for Little Americans. [Eclectic School Readings.] By Edward Eggleston, (For Second Reader Grade.) 12mo, cloth, 159 pages, lavishly illustrated, 40 cents.

Macbeth, The Tragedy of. By Wm. Shakespeare. [Eclectic English Classics.] 12mo, boards, 100 pages, with introduction and notes, 20 cents.

Paradise Lost. Books I and II. By John Milton. [Eclectic English Classics.] 12mo, boards, 90 pages, with introduction and notes, 20 cents.

Higher Arithmetic. Robinson's New. For High Schools, Academies and Mercantile Colleges. A new book from cover to cover, based on a favorite author. 100 pages of additional matter. 12mo, cloth, leather back, 506 pages, \$1.00.

Key to White's Plane and Solid Geometry. 12mo, cloth, leather back, 112 pages, \$1.00.

Vertical Writing. Book No. 7. American System of Vertical Writing Books. Small quarto, paper, 24 pages. Per dozen, 96 cents.

Physics, Observation Blanks In. [Air, Liquids, Heat.] By Wm. C. A. Hammel, Professor of Physics, Maryland State Normal School. Quarto, boards, 42 pages, 30 cents.

Steele's Popular Zoology. 1895 edition, revised, with helps to laboratory work. 8vo, cloth, 355 pages, \$1.20.

D. Appleton & Co., New York City:

The Songs and Music of Friedrich Froebel's Mother-Play. Songs newly translated and furnished with new music prepared and arranged by Susan E. Blow.

Ginn & Co., Chicago, Ill.:

The National Drawing Books prepared by Anson K. Cross of the Massachusetts State Normal Art School. A complete and carefully graded system.

Political Economy for High Schools and Academies by Robert Ellis Thompson, A. M., S. T. D., President of the Central High School, Philadelphia. This work is the result of twenty-five years of experience in teaching the subject in schools and colleges of different grades.

Wentworth's Mental Arithmetic by G. A. Wentworth, A. M., author of a series of text-books in mathematics.

Houghton, Mifflin & Co., Boston, Mass.:

Riverside Literature Series including the following:

Thomas Hughes's *Tom Brown's School Days*, Dana's *Two Years Before the Mast*, George Eliot's *Silas Marner*, Scott's *Ivanhoe*, and *Uncle Tom's Cabin*.

Maynard, Merrill & Co., New York City:

Our Wonderful Bodies and How to Take Care of Them. First book for primary grades. Second book for intermediate and grammar grades.

The New Century Educational Company, Boston and New York:

Fairy Tale and Fable, a book designed for first year pupils.

Hutchison's Physiology and Hygiene. For educational institutions and general readers.

The Century for January is not lacking either in individuality or interest. "A Kaleidoscope of Rome," the first of several separate papers on Rome, by F. Marion Crawford is given, illustrated by the capable and artistic Mr. Castaigne. Mr. Hopkinson Smith's new novelette of "Tom Grogan" develops in a rapid and racy way—"The Life of Napoleon," deals with Jena and the Prussian campaign. Many other good things complete the number.

Harper for January contains "In Washington's Day," by Woodrow Wilson. "The Story of Miss Pi," told in Julian Ralph's charming manner—"On Snow Shoes in the Barren Grounds," (second paper), by Caspar W. Whitney: "London's Underground Railways," by Elizabeth Robbins Pennell: "The United States Naval Academy," by T. R. Lounsbury. William Black's story "Briseis," "The German Struggle for Liberty," by Poultney Bigelow and Personal Recollections of Joan of Arc, are continued. "Twenty-four: four," by Elizabeth Stuart Phelps.

All the *St. Nicholas* family will hail with delight "Sinbad, Smith & Co.," the new serial by Albert Stearns, which, like "Chris and the Wonderful Lamp", is founded on the "Arabian Nights". The report of "Marion's Adventure" will

claim its share of attention. The number is full of holiday cheer.

The Forum for January contains interesting articles on eleven dif-

ferent topics. Of special interest to teachers is the one on "Criminal Crowding of Public Schools," by James H. Penniman of Philadelphia.

PRIZE NOVELS.

It is a matter of congratulation to every American that the winner of the \$10,000 prize offered by the *New York Herald*, open to the world for the best novel, is our own Julian Hawthorne. Born in Boston, Mass. June 22, 1846, he went abroad with his parents in 1853 and after their return entered Harvard in 1863. He showed no special mental power but excelled in athletics. Heeding the advice of his illustrious father to earn an honest living in any way save authorship, he tried civil engineering but grew weary of it and again went abroad. During the latter part of his stay there in 1873 he wrote a novel entitled "Bressart",

which was published in England and America. "Saxon Studies", "Garth", "Sebastian Strome", "Sinfire", and others followed. The winner in the contest is entitled "Between Two Fires", and is a splendid representation of American life. The plot is dramatic and full of novel situations. It was written in Jamaica where the author has been since 1893. "The Black Hand" is the winner of the second prize of \$2,000 and was written by Rev. W. C. Blake-man, of Islip, N. Y. Mrs. Bond Thomas Valentine of Melville, N. J. was awarded the third prize of \$1,000 for her novel entitled "Your Money or Your Life".

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LANGUAGE LESSONS. — No. 1.

BY MARGARET W. SUTHERLAND.

In beginning a series of papers on Language Lessons which will appear in the Monthly, I wish to speak first of the importance of the study of one's own language.

Max Müller has given the reading world interesting and profound papers upon "The Identity of Language and Thought," showing how many of the philosophers have thought that "Language is generated by intellect and generates intellect." The power that one man exerts over another is not always due to the fact that he *has* a thought but that he knows how to express that thought so that the minds of his listeners may grasp it. Nor are we to believe that skill in using language is to be coveted only by the orator or the writer. Great as is the almost matchless charm of oratory, the power of the silver tongue, powerful as is the pen of the ready writer,—which seems to us in the delight that comes from its exer-

cise—almost the "gift of the gods," yet much of the world's work is done by talking with men face to face, eye answering eye. Politicians do not rely solely upon the speeches of their public speakers, nor yet upon the searching or caustic editorials of their leading newspaper men: a great deal of their most effective work is accomplished by going about among men and talking to them about the strong points of our candidate or the weak ones of the candidate of the opposite political faith. Business men must talk with each other upon matters of moment. They use the telephone often instead of the mail. Frequently that is not satisfactory and they must meet and talk over the matter.

If we realize that one has social as well as business or political obligations, and seek for ourselves or our young friends accomplishments that will grace society, what

can be sought that will exercise a greater charm than refined, genial, witty conversation? It would be no difficult task to prove that this fascination wields full power when others have ceased to have an influence. A woman whose beauty is all physical grows older rapidly as the years roll by; a woman whose beauty is intellectual and spiritual finds the fountain of perpetual youth and scatters its refreshment about her even down to old age. Some of those women who drew about them the soldier, the courtier, the men of letters, and the statesmen of their times wielded for years that sway which can belong to the fashionable belle but for the hour.

But it is not only for the power that a ready command of language gives in speaking and writing, but because a clear understanding of it is necessary to the proper study of any other subject that we claim its paramount importance. A great part of one's education must come through books. Elevate to as high a position as we may the study of *things* directly, yet one must be limited both by space and time in what he can see for himself. It is true, as has been said, "He that borrows the aid of another's understanding doubles his own." The study of man is the greatest of all studies. History and literature are necessary to any proper conception of humanity. Poetry is the finest of the fine arts. Then what can be

more valuable than the key to all this intellectual wealth? More than half the misconceptions that arise in the minds of the pupils in the grammar grades and high schools are due to their ignorance of their own language. Misunderstandings that cause a great deal of trouble between teacher and pupils could often be avoided if teachers used language more skilfully and children understood more exactly the meaning of words.

The time to begin a wise training in the use of words is in infancy. The most important of all teachers is the mother. We speak not only our mother tongue but *our mother's* tongue. Among my acquaintances is a gentleman who was once a high-school teacher, who holds a high-school life certificate, and is now a successful lawyer. This gentleman has said to me, "My mother is the best woman that ever lived, but she always said 'I have saw' and 'I done';" and to this day, although I could bite a piece of my tongue off for the mortification it has brought me under trying circumstances, whenever greatly excited I say 'I have saw' and 'I done'."

Who that is grateful for an ease in the use of language that often proves an invaluable aid on many occasions when the word fitly spoken is like "apples of gold in pictures of silver" does not thank in thought at least the mother who used words in a way that stamped

her gentle and refined spirit upon them? Our girls should have the best education in English that can be given them to fit them for this duty of the mother. It alone would be sufficient motive for serious training.

So far as the schools are concerned careful training in language should begin the day the child enters school. The primary teacher has fully as important a part in language training as the high school teacher. The teacher of the ungraded country school has even more to do in this work than any other teacher. The pupils of the high school teacher are not apt to imitate any error of speech he may make. Whether they ridicule or regret it, will depend upon the amount of respect they have for the teacher and his knowledge of other subjects.

The little child in the first years of school life is continuing the work already begun of fitting the word to the idea, of forming concepts and learning the words corresponding to notions. No one can overestimate the influence it will have upon clear thinking all through life to have a teacher at this period who uses words always at their sterling value. I deprecate in its bad sense "baby talk" either in the home or schoolroom.

As language culture begins upon the entrance to school so ought it continue through all school life,—indeed through all life. And when

language is viewed as it ought to be as something to be gained when we are gaining knowledge, something inseparably connected with thought, closely related to feeling, powerfully influencing emotion and will, and not merely a manipulation of words, the necessity for regarding its mastery as a life work will be seen.

Language is to be taught by example, in every subject presented, and by special drill. That we have laid too much stress upon the last, and that it has not been the wisest kind of work even for drill, are reasons for our not having better results to show for the time that has been given to language study. Perhaps it will be well for me to say now that I believe in the study of grammar when a pupil has reached the age,—or rather the mental development,—at which he is ready to take up a subject which has been called the "logic of the common schools." I wish also to say that it ought to be taught by those who have a knowledge of *grammar* not an uncertain acquaintance with one text-book on grammar. To me it is amazing how many teachers there are who after having been engaged for years in the so-called teaching of grammar fail to comprehend how much of it appeals directly to the reason, and could easily be understood if we would only permit it to make its appeal.

Since the first method of teaching language is by example, the question arises how may the teacher improve his own language? He can best improve it by care, by reading good books, by conversation, and by writing. The earlier in life care is taken the better. The best obedience to the true spirit of language is like the best keeping of the commandments,—unconscious obedience. Perfect habits do not seem to call for conscious effort of will. When one has reached the position of teacher, he ought not to have to choose between "You was" and "You were," between "He ain't" and "He is not;" but if the choice has to be made, he ought to know how to decide. The teacher has no right to be indifferent to the style of his speech. To be inaccurate, to be lacking in clearness of expression, is to a certain degree dishonest. I am glad, very glad, to notice in the county institutes to which I have had the pleasure of speaking in the last few years, a growing interest in the subject of English. In fact it is owing to the interest of the teachers in this subject that I have been led to give in this paper, and in those that will follow, the substance of some of my talks on language lessons.

Too frequently when one first begins to be careful of his language or even if he has been careful for

some time yet has not yet passed out of the period of mental adolescence, he is like a fresh convert ready to convert those who were growing into Christian manhood before he was born. He goes about complaining that he cannot cage words that soar "on the wings of the morning." The only thing that makes him enduring is that perhaps after creeping a long time he may learn to walk.

A great many teachers who would not wear clothes made in the pattern of what they wore in high school or college days, after having been engaged for many years in teaching, are themselves practicing and trying to enforce upon their pupils rules of grammar and rhetoric that have become obsolete. They do not realize that masters of language have a more kingly right to alter customs than leaders of fashion have to bring about a change of dress. They are still teaching that a sentence must never end with a preposition, when all those who watch those who master words instead of being mastered by them, know that in this age when we aim at directness in thought, directness in speech, a good speaker or writer will never be guilty of awkward indirectness in order to avoid a preposition at the end of his sentence.

Teachers of this class use "*we*" when it is either cowardly to hide

behind it or the worst kind of presumption to enlarge themselves by it.

They do not keep their eyes open to the punctuation now used in our best magazines and books; and, forsooth, they omit the comma between the last two terms of a series when the "*and*" is there, because they learned a rule years ago (it may have been on the back of a cheap composition book) requiring such omission, although its insertion is now required by good usage and can easily be justified on the grounds of reason. Better than all study of grammar or rhetoric is the constant reading of good books; and not only of the great masters of the past but of the leaders in the world of letters in this last half of the 19th century. If one were compelled to choose between Shakespeare and Browning he would do well to take Shakespeare; he might choose Bacon rather than Emerson; Walter Scott in preference to William Dean Howells. But fortunately a school teacher who is at all wise in putting his time on things that will tell instead of frittering it away either in dissipation or in mistaken duties will have time for the literature of the Elizabethan era and for much of the literature of his own age that is worthy and written in the best present usage of the English language.

Emerson says: "Conversation is the laboratory and workshop of the student. The affection or sym-

pathy helps. The wish to speak to the want of another mind assists to clear your own." The school teacher needs to converse with the farmer, the man of business, the mechanic, the lawyer, the doctor, the minister, the editor. There is a special necessity that he have a range and variety of subjects. He needs to talk to those on his own level of culture and to those on a higher plane. It is not at all good for him to have the feeling of superiority constantly that may come to him from limiting his conversation to his pupils. Nor will it make him a good conversationalist to talk only to those with whom he enters into minute details. The power to grasp salient points and without many words to make graphic a story or description never belongs to one who associates almost exclusively with children in years or in intellect.

In closing a brief discussion of the things a teacher should do to improve himself so that he may better teach by example the use of good English, I wish to emphasize the importance of his writing letters, essays, papers of various kinds. Any one holding a position that calls for an extensive correspondence with school teachers is aware that they as a class are deficient in the ability to write clear, definite, business letters. While for want of time or lack of interest correspondence on other than business matters is going almost out of

fashion. This is a thing greatly to be regretted. What one thinks, what one feels, is a large part of the man. And what can be more precious to his friend than to have him give himself unreservedly through words that mirror the soul's clear depths, the heart's deep emotions? Only one who has a keen appreciation of the grace of letter-writing can skilfully teach this fine art to others.

The writing of papers is valuable because of the investigation or thought that it requires and because of the clearness that it demands in order to formulate thought that it may be valuable to others. The teacher's work of examining essays is relieved of much of its irksomeness when we realize

how valuable it is in producing the ability to recognize clear, concise English; how it creates in us a dislike for a sentence that makes us study to know what it means; how it makes us condemn the using of two words where one will serve.

In reading any article a careful lover of good language detects the skilled hand even when the art is so perfect that the ordinary reader thinks "any one can write that way" just as Partridge thought the little man on the stage was no great actor for "any one would behave that way that saw his father's ghost."

In the words so frequently quoted from Bacon: "Reading maketh a full man; conference, a ready man; and writing, an exact man."

THE HAMILTON COUNTY PLAN OF EXAMINATION.

BY J. P. CUMMINS.

Several years ago the examiners of Hamilton County became fully convinced that the best results attainable in the examination of teachers were not to be arrived at in the time between 8 o'clock A. M. and 4 o'clock P. M. of the same day.

The amount of labor required of an examinee, who is examined in the nine branches required by law, is entirely too much for the time, if the examination is to be in any degree searching, or if it is to cover

any considerable amount of the various subjects. The strain on the physical forces, even of able, strong teachers, is such, that it has not been an uncommon result for teachers to be unfitted for their work for several days after undergoing the ordeal, while teachers of more delicate physical organization have been known to go to bed sick from exhaustion incidental to the labor required.

Manuscripts were necessarily

prepared in haste and were frequently not creditable productions even from teachers of marked ability and of successful experience in the school room.

There is also a moral side to this hurried examination which demands our attention. The temptation to do dishonest work—to copy, to give and receive assistance—is much greater where insufficient time is allowed than where time enough is given for good work. And, whatever may be said about the high morality that does and should prevail among teachers there is a strain upon virtue beyond its ability to endure, and which even boards of examiners should not place upon it.

To lessen in part at least these evils our board determined upon the following plan:

The subject of arithmetic was divided into practical and mental arithmetic, the subject of orthography into spelling and definitions, these with the other branches required by law making eleven subjects in which each applicant must be examined.

The eleven branches were then divided into two sections, which for convenience shall here be designated sections (a) and (b). Section (a) consists of practical arithmetic, theory and practice, spelling, U. S. history, physiology and reading. Section (b) consists of

grammar, geography, mental arithmetic, definitions and penmanship.

The examinations are held upon the second and fourth Saturdays of each school month except January.

Complete lists of questions are prepared in each of the eleven branches for each of the examinations.

Any applicant wishing two days in which to complete the examination will, if he begin on the second Saturday of the month, take the section marked (a) and complete his work on the fourth Saturday of the month by taking the section marked (b). If he begin on the fourth Saturday of the month, he will take the section marked (b) and complete the examination on the second Saturday of the following month by taking the section marked (a).

Any applicant desiring to complete the examination in one day will, if it be the second Saturday of the month, complete the section marked (a) by 12 o'clock M. and complete the work by taking the section marked (b) in the afternoon. If it be the fourth Saturday of the month he will finish the section marked (b) by 12 o'clock M. and complete the work by taking the section marked (a) in the afternoon.

The results of each examination or part of examination are mailed

to the applicant that he may know what he has accomplished in the work completed.

It will be observed that by this plan each applicant elects whether he shall take all of the work or but one section in one day, and that by placing section (a) first on the second Saturday of the month and section (b) first on the fourth Saturday of the month, he may have the entire day for the work of each section, and that applicants may begin the work on any examination day without, in any way, interfering with the workings of the plan.

The advantages gained by this plan have been already suggested, viz: The great strain is avoided, ample time is given for careful preparation of manuscripts, the temptation to dishonest work is in a degree removed, and the ex-

aminers have the opportunity of preparing lists which more fully cover the subjects in which the examinations are held.

The plan has proved satisfactory to both examinee and examiner. All of the younger and most of the older teachers prefer to do the work in two days. Some of the beginners, who are quite sure that the choicest positions in the state are waiting for their invaluable services, are equally sure that one day is more than enough in which to do the work. In a short time they learn that they are mistaken in the latter opinion, and in but little longer time they learn that the former was equally false. The discovery of these two facts goes far toward making them happy and valuable teachers, after the tears of disappointment are dried.

CONCENTRATION — WHAT IS IT?

BY S. T. DIAL.

When I contemplate the progress of civilization and the rapidly growing changes of opinion as to what should constitute our present school curriculum, and the methods of the development of the child mind;—that the relative value of school studies, correlation, concentration, and unification, mean one thing in the mind of one, and that they have entirely different meanings in the mind of another; and,

again, that in the minds of many, they mean nothing, or at most constitute a "fad," a sort of nine days wonder, and must quickly pass away, I cannot but exclaim, in the words of Tennyson:

"Behold! We know not anything:
I can but trust that good may
fall

At last—far off—at last—to all,
And every winter change to
spring."

If I should attempt to give any reason at all to myself as to why I ever consented to plunge into this vortex of definitions at variance, one with another in every magazine in the whole country, definitions that are to be found in no dictionary,—not even in the *Century*,—the reason would be given in Dr. Holmes's felicitous assertion: "I do not talk to tell people what I think, but to find out what I think."

I have nothing new to relate. I have not succeeded in squaring the circle, nor in inventing perpetual motion. And when I presently refer to a very little innovation of my own I do not mean to assert "I have done it. Nor do I ask you to come to our shop and see how it is done with your own eyes." I have endeavored to find out something of the extent, have tried in vain at the end of the year, in many instances, to discover anything of the content, although now and then I do find a cross section.

I believe Dr. White is right when he says "there is no universal method of teaching." (There possibly may be.) I believe this is true, as yet, even though it be against the assumption that concentration is such a method.

There is no present. The past lies all behind us and the future is unknown. The old carries us back through the centuries until we are lost in Greek myth, and there is no new. Comenius published his *Orbis Pictus* in 1631, and our school-

rooms were full of picture books in 1891. Progress in methods gained slowly, and it was Rousseau's *Heloise* which awakened an enthusiasm for a return to "nature" in 1761. His books are no longer read by many, yet they are called by the name of Pestalozzian principles, or, more generally, the "new education." Froebel systematized these principles and gave us the Kindergarten. Dr. W. T. Harris in the April number of *Harper's Magazine* says: "Out of the writings of Froebel came a stream of influence modifying the educational ideas of the time, inducing more attention to the 'educational value' of what is taught in schools."

Contemporary with Froebel we find Johann Friedrich Herbart whose great aim in life was the building up of moral character. And in doing this he does not neglect the training of the will, a noble conception, nor is there lacking practical wisdom in the means suggested for carrying it out. Nor does it matter an iota in the practical application of his theory whether he was afflicted with a "monad" or a "duad" theory in his system of philosophy. But Herbart himself was not the author of the doctrine of concentration, and we need not, therefore, tarry, at this point, to defend Herbart and the Herbartians.

Passing with the merest glance thus given, to the history of the more modern methods of education,

what shall we say of the new movement—so-called? Doubtless, in some sense, both the subjective and the objective methods of the development of child mind are almost as old as the child itself. But do not the signs of the times clearly show the objective method, for the greater part at least, to be the more rational, and, therefore, gaining ground? May we not therefore fairly claim that if there be any such thing as the "New Education," that the new deals with real things that immediately surround the child, or that fall within the child's environment; while the old brought the child into the world and forced him from the world about him, introduced him to the symbols of knowledge and put him in a prison-house?

We cannot indicate a principle in concentration unless we shall be able to define the term. This perhaps can best be done by first referring to the terms used as synonyms, or nearly so, by some of our leading educators in the discussion of the present methods of teaching the curriculum.

Dr. Harris, in the Report of the Committee of Fifteen, makes use of these words: "Your committee understands by correlation of studies the selection and arrangement in orderly sequence of such objects of study as shall give the child an insight into the world that he lives in and a command over its resources such as is obtained by a helpful co-operation with one's fel-

lows." Correlation, then, is putting such subjects side by side at a given time in the course as will help to bring to view the universal relations involved in the study of any one of them. May I endeavor to illustrate? Last October I asked three of my assistant teachers of the primary grades,—First, Second and Third Reader grades,—to bring in a stalk of corn, being careful to bring the root, stalk, tassel, blades, and the ear. I wanted my assistants to teach composition, and it occurred to me that four branches had to do with the teaching,—namely, reading, writing, spelling, and drawing. I wanted to correlate, or marshal side by side four studies to teach composition. These four studies were the correlates with which, or by means of which, the teaching was to be done; and the doing, thus far, was correlation.

And so a branch of study bearing a relative value having been selected from the curriculum, a center or core, if you please to call it such, and four branches selected which are to apply incidentally or directly to the teaching of it,—two of the five great bugbears having been eliminated, at least after our own notion,—the question naturally arises—how shall the lesson be taught?—what of the method? And the method we call concentration. Referring again to the corn, there was first an observation lesson. The child was asked to name the several parts just mentioned, and to de-

scribe each as nearly as it could. Assistance was given now and then, by way of suggestion, by the teacher. A reading lesson followed—adding much, by way of interest, to what had already been done. The children were then each given paper. Pens were distributed, and they were asked to write what they knew of this stalk of corn, and of corn in general. The little ones went to work with a will. During this part of the work little hands were often raised for help in the spelling of words which they had never had in their reading-books, words which they had heard, and had a notion of the meaning of, but could not associate the form with the meaning, and therefore could not spell them. In this way seven new words were spelled and brought into use, and were placed in a column on the blackboard by the teacher. Before the papers were taken up the children were asked to make a drawing of the corn—the root, the stalk, the blade, the ear, as it actually stood before them. The papers were then collected for the teacher. Here was a composition lesson in which four branches or lines of thought were brought to bear upon one central thought. It was the manner or method of doing. It therefore was a lesson illustrating concentration. Knowing that many make a broader definition than the one just given, and wishing to stand on as firm ground as you may allow me, I

again refer to an article by Dr. Harris in *Journal of Education*, April 25, in which Lindner in his *Cyclopedia of Education* defines concentration of instruction to be “A method by means of which the multiplicity of objects and branches of knowledge are brought into harmony with the unity of consciousness.” Dr. Frick speaks of centers of knowledge for language instruction, or nature study. And here again, whether we build around one center or many, it occurs to me that, as in all things, we must avoid extremes. I believe Tompkins is clearer, and reaches more nearly the truth in his explanation of concentration, as a method, than any other of our late writers, when he says: “True concentration is not the strained and mechanical bringing together of diverse subject-matter into the same recitation, but fixing the attention on all the relations of the given subject, and thus drawing into the movement the other subjects required for the mastery of the one under consideration. On the other hand superficial concentration emphasizes the diversity of matter.”

In touch with the explanation just given, it may be suggested that the teaching of writing as such, had nothing to do with the teaching of composition: that form, movement, and spacing, had nothing to do with the thought in hand. I must confess that, in lower grade work I see force in the criti-

cism. Yet, in an incidental way, it had much to do with it. It was one of the subjects drawn into the movement for the mastery of the one under consideration. The same may be said of drawing.

The nine conferences of experts, organized by the Committee of Ten to report on the first twelve years of the Course of Instruction, unanimously expressed a "desire to have the elements of their subjects taught earlier than they now are." For instance, "The Conference on Physics, Chemistry, and Astronomy, urge that nature studies should constitute an important part of the elementary school course from the very beginning." And other Conferences report in the same spirit. If then, in a course of study, all lines of thought should begin at the beginning of the course, the more difficult question arises as to what shall be the center or centers. Shall there be several as already hinted at above? Shall there be three, as claimed by De Garmo? One, as maintained by Ufer, the child himself? Shall it be literature, as urged by McMurry? Or language, as suggested by Dr. Harris, if indeed, he allows it at all? For this is Concentration, in the more general sense, if the term means the how we are to do the thing aimed at. And so we are not done with the meaning of Concentration, the how.

The confusion at Cleveland arose

very largely from the fact that no one knew what the report contained,—at the time,—for the precious document had already been copy-righted, signed and sealed, and exclusively appropriated,—the committee being like the chemists of old, the revelers in the black art, who concealed what they knew until the time came to show forth the mysteries of the gods. I have said thus much about a report which is not a report on methods of doing things, but upon the things to be done with the hope that some one may read it with redoubled care. In five journals you may find twelve articles written on this report since Feb. 22d, 1895, discussing the five terms, Relative value of studies, Correlation, Co-ordination, Unification, and Concentration.

But, not to evade the main question: should one school study as literature, or history, constitute the core or center? No. Making one school study the center and arranging around it the others as a sort of fringe it seems to me is trying to do something that cannot be found in the actual, living world. Several centers? Yes, for the reasons already given. Let each branch of study be taught by the correlates that naturally cluster around it. Three centers as given by DeGarmo? Namely, the humanistic core, the scientific core, and the economic core? We believe this plan altogether practicable. "There

are already two schools, which, while agreeing to the main proposition, differ as to these subordinate centers. Again, one center? Yes, if it must be so, let there be one center, but the child itself the center. Not, however, in the sense in which Col. Parker would make it the center. And yet no violence is done to this truth in selecting certain subjects as more especially the bearers of the others."

Granted then, that there is a principle in Concentration, that it means the teaching of the curriculum, whether around one or several centers, the need of the method seems to be clearly indicated.

These centers determined upon and co-ordinated, and the different studies correlated, the manner of unfolding these studies around a given core, in order to develop that core, seems to be the almost one thing just now that we need to know more about.

Pres. Cook, of State Normal school of Illinois says of the application of the doctrine of Concentration, "We shall have a hard time of it undoubtedly. Such blunders as we shall make will be a sight for men and angels. But, I may add, it cannot be worse than it has been—and it is the only way."

Even we that still are, and forever intend to remain, on the sunny side of—life, too well remember when it took one whole year to learn our alphabet, at most our a-b, abs,

and now the child reads intelligently ten weeks after it has been introduced to its first symbols—through the object.

Meanwhile many are crying let us labor, and more especially let us wait. All well if we do not wait too long. We must not forever leave our harp hung upon a willow tree if we would bring forth sweet music.

"When Paganini once rose to entertain a crowded auditory with his music, he found that his violin had been removed, and a coarse instrument had been substituted for it. Explaining the trick he said to the audience, 'Now I will show you that the music is not in my violin, but in me.' Then drawing his bow, he sent forth sounds sweet as ever entranced delighted mortals." Would that we might know how, and knowing we might do!

But shall we know how by delaying? Pestalozzi and Froebel did not delay. Horace Mann did not wait. G. Stanley Hall does not delay, even though many schoolmasters declare he has entered the domain of the nonsensical.

I know that the day of sentiment is over, and no fine spun analyses will serve our present turn. But this is a practical question, and we need to address ourselves to it as men of knowledge and judgment should. And, finally, a word as to the influence. First and last, however, I do not believe in the new—

so-called, because I do not believe it is new. Nor do I believe it is Herbartian. Herbart did his part, a noble part, but the movement is older than Herbart.

But concentration as a principle, as a method, is beginning to unfold as it never did before. I cannot but quote from Dr. Harris's last article in *Harper*, especially because he is, by many, regarded as stoutly opposed to the whole movement. At the close he writes these words: "It is easy for an advocate of an improvement in method to convince himself and others that the old education is so inferior to the new that it may be described as a failure." Is not this a concession? I believe it will tell us much of how we learn, and this will light the torch for the student of apperception. And the main point in psychology involved in concentration is the theory of apperception. Editor George P. Brown says: "It will show us where the children are 'born short,' and will cure us of the folly of requiring bricks without straw. It will throw a flood of light upon the genesis of ethical ideas, and will reveal the secret springs of will. In short, it will disclose our problem and will illuminate the way along which we have been blindly stumbling."

The movement betrays our determination to be rational—to look—first—well to the content and

extent of the curriculum, and the natural order of the parts of the same, and this means, first, a correct notion of the "relative values of studies;" second, to put side by side at a given time in the course such subjects as will help to bring to view the universal relations involved in the study of any one of them; and this is correlation; third, to find out how better to teach these correlates as bearing upon the subject taught, and this is concentration; and lastly, through this teaching, to better realize how to bind together the content of the curriculum, and this is unification. There is no question but that the atmosphere in which we live is magnetic, or, at least capable of being made so,—of being so charged with a spiritual magnetism that all outward events are not only modified, but even determined by this all pervading force. Whether this be true or not, in *Festus* we find the lines:

"There are points from which we
may command our life
When the soul sweeps the future
like a glass;
And coming things, full-freighted
with our fate,
Jut out in the dark offing of the
mind."

And it is more than a question if every morning is not such a point in life:

"Every day is a new beginning;
Every morn is the world made
new."

OUTLINE FOR PRACTICAL INSTRUCTION IN ELEMENTARY BOTANY.

BY PROF. W. A. KELLERMAN, OHIO STATE UNIVERSITY.

That modern science should be taught according to modern methods, is a proposition to which all teachers of Botany will assent. The majority however feel impelled to use a text-book in the old-fashioned way, assigning a number of paragraphs or pages for a lesson, and then calling for a recitation of the text, especially the technical terms therein contained.

It helps the case but little to have a few illustrative samples held up for the class to gaze at—though it is hoped the meaning of the text is sometimes thereby clarified. Our censure of this kind of so-called teaching is much mollified when we remember that the overtasked teacher has usually two or three or even four different subjects to teach during each day, but particularly so when we recall the fact that old-fashioned text-books are kept in the schools, though often through no fault of the teacher. It is true that the newer books are not perfect—for the most part requiring a “laboratory” and “compound microscopes”, in short, calling on the schools to do, in part, college work.

Very explicit and detailed directions the teacher, who has not been able to take a thorough course in

Botany, can justly demand. So far as space in the MONTHLY can be placed at my disposal, practical suggestions will be given for a course to begin late in the winter or early in the spring. It is not necessary to put a book in the hands of the pupil, though oral instruction by the teacher and when possible suitable reading should supplement and extend the knowledge obtained from the material studied. Late in the spring, the pupils can be given practice in identifying plants belonging to the native flora, for which of course a book must be used. When ready for this part of the work Gray's Manual or The Field, Forest and Garden Botany can be selected; or the writer's Spring Flora of Ohio will be found advantageous and preferable for beginners, and besides, it is much less expensive.

A box of damp sand, four or five inches deep, should be provided for growing seedling plants. A much smaller and shallower box can be used for the germinator. On the surface of the wet sand in the latter, lay a piece of paper through which the roots will not pass when the seeds germinate. Over the top of the box place a pane of glass to pre-

vent too rapid evaporation. Sprinkle the seeds with water from day to day if necessary.

Have the printer or book-seller furnish sheets of paper of proper quality and uniform size, held in a large envelope or cover. Each pupil should have also a lens (double pocket lens) and a sharp knife, (keep a whet-stone or oil-stone in the class-room). Now the work may begin.

A part of the first class-hour will be devoted to planting a quantity of seeds in the seedling box. Plant in rows and use a pine-label for each row. Note the kind of seed planted and the date. Have each pupil make a record of the items, and on the same sheet at subsequent dates, indicate the first appearance of the seedlings, and the stages and phenomena of their later development. At this time and at intervals subsequently place seeds in the germinator (better if seeds are previously soaked in water several hours). Use the following besides other seeds: Corn, Wheat, Beans, Sun-flower and Morning Glory.

Now say to the class, while waiting for this material, other specimens will be examined. Require the pupils to bring some twigs, from trees and shrubs which they know, for use the next day. The teacher must also collect material, usually some time in advance. He must besides exercise careful judgment

as to what is most profitable for class use.

Place in the hands of each pupil a twig of the Buckeye, Horse-Chestnut, Ailanthus, Catalpa, Ash, Hickory, Elder, Sumach, or some other plant that shows plainly quite large leaf-scars. Require an outline figure to be drawn with a sharp lead pencil, though in light rather than in heavy lines. It is wholly immaterial whether the pupils have previously had "lessons" in drawing. Allow those who show no aptitude in free-hand drawing to put the twig itself on the paper to get the guide-lines for width, length, etc. Have all pupils use dividers, or rules marked to sixteenths of an inch, or millimeters, thus securing figures exactly their natural size, or magnified a definite amount when desired. Special attention is here to be given to the leaf-scar. See that its outline is drawn just as it is in the pupil's specimen, and have noted carefully the *dots* — their position, number, and size. (These are the ends of *woody strands* that pass into the petiole.)

Do not have the figures shaded. Outline drawings are generally to be preferred. The teacher should pass from desk to desk while the work is being done, now helping one who is working awkwardly, again assisting by an encouraging word, but all the while inspecting with critical (not fault-finding)

judgment. Every one in the class can be kept intently at work. Each twig should have had two or more leaf-scars, then the figures would also show the arrangement of the leaves and the buds.

Have each pupil write under the figure the name of the plant from which the twig was taken, also the word "leaf-scar", and "woody strands" at the proper place. Do not allow the parts to be designated by numbers or letters with an explanatory key or table below. Let each pupil retain the twig and drawing at the close of the recitation. Require the drawing to be retraced with ink and brought to the class the following day, the sheet also bearing the date and the name of the owner. The teacher will inspect, comment on, and retain the sheets for a time.

Before the work of inspection, drawing and making the notes begins each day, the teacher should consume perhaps five or eight minutes in calling for a quick recitation of what was done, and the points learned the day or days previous. Then proceed with the work as before, requiring as much work as can be well and carefully done in the time allowed. If one or more pupils can draw three or five good figures, urge them to do so even if a few or the majority can do only two or three in the same time. Do not tolerate anything but diligent and accurate work. Each day

have pupils take specimens and drawings home to complete; correct, retrace, to be returned the following day.

Take up as rapidly as the pupils' abilities will warrant, all the kinds of twigs mentioned above, or so far as they can be obtained, and add others, as Sycamore, (the leaf-scar here *surrounds* the bud), Oak, Papaw, Elm, Beech, Chestnut, Maple, etc., till the native species of trees and shrubs are all encountered.

In the first figures especial attention was paid to the leaf-scars, but soon the buds themselves should be made prominent and specimens selected that will illustrate variations in shape, size, coverings, etc. For this purpose use, among others, Beech, Horse-Chestnut, Hickory, Maple, Sycamore, Lilac.

The Lilac bud will be a good specimen for dissection. Have pupils carefully remove a number of the bud scales and make enlarged outline figures of a few of them, illustrating especially any variation in shape or size that may occur. Use the scale or dividers and indicate by a small figure following the sign of multiplication, the amplification.

Next have longitudinal *sections* made through the middle of a large bud, as Lilac, Hickory, Buckeye, or other plant to show the *growing point* which is concealed by the overlapping scales. A very sharp blade is required and repeated sec-

tions must be made till a specimen is secured that shows the growing point plainly under the lens; the overlapping scales will also be distinct in section. Make an accurate enlarged drawing, and indicate the parts by writing appropriate names at the proper places.

It will have been observed that buds are *axillary*, *i. e.*, situated in the axils, or just above the point of insertion of the leaves. If superposed and accessory buds have not been shown in the figures previously drawn, then select twigs of Walnut, Butternut, Soft Maples, etc., for further illustrations.

Put into the hands of the pupils for inspection and drawing, *thorns*, which are modified branches. Use for this purpose the Hawthorn, Honey Locust, Wild Crab Apple, and Osage Orange. See that pupils detect and note the proof that these are branches.

It may be necessary to make the *color* of twigs matters for a special lesson, in case no note has been taken of it heretofore. Use the Willow, Box Elder, Birch, Buckeye, Sassafras, Papaw, Maples, and Ash, Elm or Oak. Have pupils observe and make note of the character of the bark of Ailanthus, Sycamore, Cottonwood, Hackberry, White Oak, Black Oak, Beech, Pine, etc.

When figuring twigs of Elder, Maple, Oak, etc., require the *lenticels* to be shown. (These are corky

growths developing under and supplanting the stomates).

The *pith* should be examined when studying the twigs and notes entered on the sheets; it is usually white as in the Elder, but it is various in other plants, as in Sumach, Raspberry, Walnut, and Butternut; it is not always of circular outline in transverse sections. Examine that of Oaks, etc.

To study the internal structure of stems begin with a transverse section of a corn-stalk. Mark the parts of the figure—pith and woody strands—and write below *Endogenous* as indicative of the type of structure. (Do not say “inside-growing”).

Take, next, herbaceous stems, as Catnip, Coleus (“Foliage plant”) Geranium, Potato-stems, and whatever can be conveniently obtained. When the pupils detect all the parts and complete the figures of the cross sections, then the teacher will have the names written at the proper place—pith, woody strands, cortex and epidermis. A lens must be used; sometimes the few or several woody strands (outside and around the pith) can best be seen on the end of the smoothly-cut stem, or they may show more distinctly if thin sections are removed and inspected with advantageous light; for example lay the sections on slips of glass and hold up to the light. As a rule the pupil will have some difficulty in detecting the strands of

woody tissue, but they must not in a single case be neglected. Sometimes they are so close together as to touch, and thus form a continuous ring as in stems of large weeds late in the season.

It is a gradual transition from the exogenous herbaceous to the woody stem. This also is exogenous (do not say "outside growing") and this word should be written below the figures. Make sections of Basswood twigs of one year's growth; any other softwood stems will be equally suitable, as Papaw, Cottonwood, Silver Maple, Sassafras, etc. Use the lens; the figures—enlarged at least two or three diameters—will show the pith in the center surrounded by a *ring of wood* (formed by union of the woody strands), the bast outside the wood, the epidermis outermost and some cortex below this joined to the bast. Next take a twig of two years' growth; the figures of the cross section will show *two rings* of wood. Take twigs that will show 3, 4, 5 rings, etc.—which are therefore 3, 4, 5 years old, etc. The narrow bands or lines radiating from the pith through the rings of wood, are the *medullary rays*—called "silver grain" in lumber. The Cambium layer will be overlooked unless the teacher directs especial attention to the very narrow ring between the wood and bast. Then it should be explained

that this is the (only) tissue of the trunk or branch that grows—its cells multiplying rapidly during the growing season, those on the inner side changing into wood-cells, and those on the outer side changing to bast-cells. Add also that the wood-cells that are formed in the early spring are very large and those formed late in the season are very small, hence the line of demarcation between the annual rings of growth. The teacher may here advantageously emphasize the fact that each single woody strand of the exogenous stem contains three kinds of cells, namely, of wood, of cambium, and of bast wood always on the pith-side, and the bast on the epidermis side; hence *rings* of wood, of cambium, and of bast would result when the strands became so numerous as to touch laterally and fuse together. But the woody strands of the endogenous stem contain only wood and bast, cambium being absent. A compound microscope would, of course, be necessary to study these tissues in detail, which therefore are here passed by.

Require pupils to take note of what is explained, and in the brief daily recitations, at the beginning of the class-hour, call for those points in connection with the recitation concerning figures, etc. At intervals of a few days or two weeks have a general review, usually written rather than oral.

O. T. R. C. DEPARTMENT.

Literature No. 5.

BY J. J. BURNS.

Among the writings I made bold to name to persons about to read Bacon's Essays was Macaulay's famous essay upon the great inductive philosopher. Whether you think and feel with the writer in all his brilliant and confident paragraphs is no matter. Unless he charms to sleep your dubitative faculty you are pretty sure to demur now and then in this essay, and everywhere else. The book that lays down nothing you wish to dispute might almost as well be read "by its title," to use a phrase of our statute-grinders, unless it be a geometry, or an autobiography.

Upon one of my seldom visited book-shelves I lately found a volume entitled, A Discourse on the Baconian Philosophy, by Samuel Tyler of the Maryland Bar. The writer has a share of Macaulay's brilliance of style, and of his "cock-sureness." It seems to me to be an able essay, even if it is not in demand at the municipal novel exchanges. I use it here to show the mood in which the Edinburgh Reviewer left the Maryland lawyer, and the manner of the latter's dissent. The motto of the Discourse is a *dictum* of Bacon's, braced by

a text of Cicero's. "It ought to be eternally resolved and settled that the understanding cannot decide otherwise than by induction, and by a legitimate form of it."

Quid enim laboro, nisi sit veritas in omni questione explicetur?

"Mr. Macaulay in his celebrated review of Bacon's writings seemed to think that no precise rule can be given, marking the difference between instances from which a sound inductive inference can be drawn, and instances from which such an inference cannot be drawn.

* * * He amuses himself, and as he supposed, his readers too, with a ludicrous caricature of the inductive process, in showing that it is by it that a man finds out that he has been made sick by eating mince pies. * * * Mr. Macaulay well knows that ridicule is not argument, and yet he does not perceive the folly of attacking by ridicule the development of induction which Bacon has given. Smitten with the ambition of critical display he sacrifices truth to rhetoric, and in his attempts to reduce to absurdity the reasonings of others he plunges into that predicament himself. Flying upon the wings of antithesis, and more intent upon the grandeur of his flight than the point to which he is moving, he is sometimes car-

ried to the most preposterous conclusions."

While the orator is taking breath, I desire to remind the audience that Mr. Macaulay was not then a lord; and that anglophobia was not so prevalent and violent a distemper as it is now.

"On the point which we are now-examining he goes the whole length of declaring that grammar and logic and rhetoric are useless studies, when it is a knowledge of these very studies which has strengthened and plumed his own wings, and enabled him to soar aloft so boldly and gracefully, that we cannot but admire his flight, even when it is beyond the regions of truth and common sense."

Any reader of Byron can put finger on the passage which prompted this fine sentence, where the struck eagle

"Viewed his own feather on the fatal dart."

The eagle, rhetoric, had "winged the shaft that quivered in his heart." However, the bird seems to have been shamming, as many of our players do.

"Now we join issue with Mr. Macaulay and say that it is the *kind* of instances as well as the *number* of them which constitutes the difference between the two cases which he puts." Much more, but I have not space for an outline of his argument.

Mr. Tyler did not believe that the sciences of utility, *i. e.* the physical sciences, lead the mind from the study of the beautiful, but that between these two there is a mysterious connection. As Longfellow has said it,—

Nor to thyself the task shall be
Without reward; for thou shalt
learn
The wisdom early to discern
True beauty in utility.

Some of his notions are not remote from the discussion yet going on between the idealists and the realists, both in literature and art—a war in which it is hard to take sides and stand loyal, though it's easy enough to stay during the day with the realists, and, when night comes, cross over to the other camp.

And he will help us frame our conception of Nature, and will ask us whether science equips the poet for his flight or crushes the egg of inspiration from which poetry is born. I have read that Keats offered as a toast: "Confusion to the memory of Newton!" because he had *explained* the rainbow; but Clough, a nature of the same fine temper, has asked:

Say, has the iris of the murmuring
shell
A charm the less because we know
full well
Sweet Nature's trick?

Whether yea or nay, his faith holds that

There is a path by science yet untrod .
Where with closed eyes we walk to
find out God.

But turning over a good many leaves I find something which sets me forward on my journey along the Reading Circle track.

"The literature of every nation partakes of the nature of its philosophy. Where is there a nobler literature than that which has been cultivated in the same soil and by the same people with the Baconian philosophy? Shakspeare, the friend of Bacon, whose productions are so signally marked with the common sense which, arising in the Baconian philosophy, pervades the whole of English civilization, stands at the head of the dramatic writers of the world. As though he had borrowed the magic wand of Nature herself, he creates all beings with the same ease that she does, beings who plan and execute their different offices with an exactitude which shows that every act proceeds from its natural motive. Murder is dramatized with as much perfection as if the poet had seen with his eye the naked heart of the murderer throbbing in guilt. True love is presented in all its artlessness. * * * Jealousy, that monster of suspicion to whom 'trifles light as air, are confirmation strong as proofs of holy writ,' is presented in all his odiousness. Avarice standing by his bond, and humor holding both his sides, and

every human passion are presented in ideal perfection. The human heart is fathomed, the poet sees how fearfully and wonderfully it is made, and paints it as with a pencil dipped in inspiration."

This is soaring with any other than a middle flight, but it is time that I should find my way to my own work in a corner of the same empire of thought, passion, and action. Happily no way is more readily gone over; just let go, and and gravity will find the place.

It is due to myself and to others for me to state that Hudson's Henry V. is the only edition of the play in my possession. It seemed proper, if I should write any notes at all, that they should be supplementary to those of one of the editions advertised in the O. T. R. C. circular, and that, the one most generally used: Hudson's, I presumed. I have, as a rule, said nothing about a word or passage already noted by Mr. H. What fate shall befall my modest remark, if perchance any opinion of mine should collide with that of one of our commentators, is a query over which I shall not lie awake. I might, in sooth, be right, though I frankly admit that when Mr. Rolfe or Mr. Hudson speaks upon his cue, his voice has a rather imperial tone.

I have many times given a single word, or perhaps two words, to prevent the young reader's taking the word in the text in its modern and usual sense. That he must not un-

derstandingly do that is one of the first cautions in reading Shakspeare, and in yielding active obedience to this caution one of the valuable results of this study is attained. "Careto be thy counsellor!"

Sometimes I have quoted a passage from another play or from another writer, which the reader will, I hope, hold justified. If this sort of word study is a loss of time, it is, at least, a very pleasant perdition.

I have attempted no essays upon the characters. There is a fine discussion of this kind in the Hudson edition; probably, also, in the others. Rather after than before several readings of the play, these may be read with most profit, I think. A review of Henry IV. is the best preparation for Henry V. I greatly doubt that it is a good plan to rummage English history for material to build up a historic Henry to measure the dramatic Henry by. The first will probably be more nearly a fiction than the last. Read the history by all means, but some other time.

I am not a Gaul by blood or education—though its taste is not utterly unknown to me—but I will try to recast the dialogues between Catherine and Alice, and Catherine and Henry so that some forlorn brother, seeing, may take heart again. Those who read French may pass by on the other side.

HENRY V.

Prolog. "Flat"—not aspiring, "scaffold"—stage, "piece-out"—"eke out." Act III. Chorus. "Accomplishment"—deeds, "hour-glass"—hour, "gentles"—"pardon, gentels all."—*Chaucer*.

Act I, Scene 1. L. 3, "was like"—was likely to pass. L. 5, "question"—consideration. L. 10, "testament"—by will, "fishing for testaments."—*Bacon*.

L. 15, "lazars"—corruption of Lazarus. "To have with sike lazars acqueyntance."—*Chaucer's Prolog*.

L. 20, "drink deep."—"We'll teach you to drink deep." Hamlet, A. I., S. 2; the first, to empty the king's coffers; the second, to empty the cup of enjoyment.

L. 29, "consideration"—reflection. L. 30, "the offending Adam"—"the man without a navel yet lives in me."—*Sir Tho's Browne*.

L. 41, "all admiring"—entirely given to admiration. L. 51, "mute etc."—men stand mute with admiration to listen.

L. 60, "sequestration"—withdrawal. "Along the cool, sequestered vales."—*Gray*.

L. 65, "contemplation"—steadfast thinking; the Prince's conduct, the reverse of Wisdom's in Comus:

"Oft seeks to sweet retired solitude
Where, with her best nurse, Contemplation,
She plumes her feathers, etc."

L. 99, "go we in"—first person imperative, as "break we our watch up," etc.

L. 102, "a ready guess"—"the near guess of my memory."—*Shylock*.

A. I., S. 2. L. 19, "in native colours," etc.—his right must wear the same inborn colors the truth wears.

L. 31, "conjurat[i]on"—adjuration.

L. 40—read like a spondaic line in Virgil. L. 45, "faithfully"—sincerely. L. 57, "devised"—planned. L. 99, "the sin upon my head;" "my deeds upon my head."—*Shylock*. L. 103, "unwind"—unfurl. L. 110, (See A. II., S. 3.) L. 130, "hearts have left"—"my heart is in the coffin there."—*Anthony*. L. 158, "exampled by herself"—justified by her own example. L. 207, "yawning drone"—a sight to see, a yawning bee! L. 222, "worried"—torn by the dog, the Scot. L. 231, "urn"—grave, no monument or epitaph. L. 233, "mouth"—voice. L. 259, "ton"—"the sicke mette (dreams) he drinketh of the tonne."—*Chaucer*. L. 269, "wrangler"—stubborn opponent. L. 272, "comes o'er us," etc.—tartly alludes to Sir John, Pointz, and the rest. L. 277, "men are merriest," etc.—Honest Touchstone's view of it is likelier to make a pleasant household clime for means and wife: "Now I am in Arden, the more fool I: when I

was at home, I was in a better place."

L. 300, "his jest will savour but of shallow wit"—the retort courteous to the Prince's message: "You savour too much of your youth."

A. I., S. 3. Some pretty good fun, like the dregs of Falstaff's sack.

L. 39, "mickle"—much. L. 61, "tall"—brave. L. 66, "hound of Crete"—lying dog—Cretans always liars, says the proverb. L. 69, "Cressid's kind"—

"O Cressid,
Let all untruths stand by thy
stained name."

—*Troilus & Cressida*.

L. 89, "compound"—decide.

L. 101, "profits will accrue"—so!

L. 113, "corroborate"—whatever Pistol's mark, it was not "fracted."

Act II., Chorus. "dalliance"—"Himself the primrose path of dalliance treads."—*Ophelia*.

"The mirror of all Christian kings," etc.—

"I saw young Harry—with his bearer on,

Rise from the ground like feathered Mercury."

—*Henry IV., A. IV., S. 1.*

"We'll not offend one stomach"—not make any one seasick "with bare imagination of a storm."

Act II., S. 1. L. 4,

"As if allegiance in their bosoms sat"—

"But, look, amazement on thy mother sits."—*Hamlet*.

L. 18, "in head"—armed force.

L. 40, "enlarge"—set free. L. 44,

"security"—without care—

"And you all know, security Is mortals' chiefest enemy."

—*Macbeth*.

L. 51, "after the taste," etc.—after a severe punishment. L. 55, "winked at"—overlooked; the times of this ignorance God winked at. L. 63, "it"—his commission. L. 73, "complexion"—color. L. 76, "appearance"—sight. L. 100, "practised on"—plotted against. L. 104, "gross"—glaring. L. 114, "voice"—the highest vote. L. 118, "glistening"—"All that glisters is not gold." L. 128, "affiance"—trust. L. 142, "methinks"—it thinks me, or appears to me. "Thanne is it wisdom as it thinketh me."—*Chaucer*. L. 150, "discovered"—shown. L. 168, "golden earnest"—"the yellow metal." L. 180, "dear offenses"—"my dearest foe."—*Hamlet*.

A. II., S. 2. L. 43, "*cavets*," beware. L. 45, "horse-leeches." "The horse-leech hath two daughters, crying *give, give*."—*Proverbs*.

A. II., S. 3. L. 37, "forespent"—consumed utterly. L. 38, "Brutus"—Prince Harry, a Brutus within. L. 74, "short"—sharply. L. 97, "challenger"—claimant. L. 103, "requiring"—demanding. L. 28, "Chide your trespass"—"it did

bass my trespass."—*The Tempest*.

L. 132, "odds"—war. L. 148,

"small breath"—time to breathe.

"Give me some little breath, some pause."—*Richard II*.

Act III. Chorus.

L. 5, "royalty"—emblem of kingship.

L. 5, "brave"—"this brave o'erhanging firmament."—*Hamlet*.

L. 3, "streamers the young Phoebus fanning"—fanning the early sun, "flapped in the morning wind."—*Whittier*.

L. 11, "creeping wind"—"as it went creeping along from tent to tent."—*Longfellow*.

L. 12, "bottoms"—"My ventures are not in one bottom trusted," for which division Antonio thanked his fortune.

L. 13, "Majestical"—like the ghost in Hamlet, "we do it wrong, being so majestic."

L. 19, "as dead midnight still"—as still as dead midnight, the "hour o' night's black arch, the key-stone," at which Tam O' Shanter started for home.

L. 21, "pith"—Othello wanted the word; "For, since these arms of mine had seven years' pith," etc.

L. 32, "likes not"—"Strong Samson also in Scripture saw a maide that liked him."—*Ascham*.

A. I, S. 1. L. 8, "hard-favoured"—ugly featured.

L. 9, "aspect"—Milton so accents it: "With grave aspect he rose." L. 13, "jutty"—project beyond. L. 9, "compounded"—

shaken. L. 14, "swilled"—washed; "wasteful ocean"—"ocean's gray and melancholy waste."—*Bryant*.

L. 20, "in these parts"—in this section, in this neck of the woods, in these diggings; suiting the farmer, woodman, and miner.

L. 27, "mettle of your pasture"—spirit dominating one thus reared "whose self-same mettle"—*Timon*, *A. IV*, *S. 3*; "let us swear"—make us sure.

L. 41, "immortal fame"—humorously and honestly echoed by the Boy and promptly corrected by Pistol himself. The Boy is skillful at word portraits, for example, that of Corporal Nym.

L. 107, "have the pioneers given oe'r?"—"can'st work i' the ground so fast? A worthy pioneer"!—*Hamlet to the Ghost*.

A. III, *S. 2*. L. 10, "The gates of mercy shall be all shut up"—
"And shut the gates of mercy on mankind."—*Gray*.

L. 17, "fell feats"—direful deeds.

L. 24, "bootless"—without advantage.

L. 32, "heady"—violent. *A. I*, *S. 1*, "heady current." L. 34, "blind"—headlong. L. 44, "expectation"—waiting.

I shall bring this article to a close after adding a semi-translation of the linguistic interview between the young Princess Catherine and her maid.

In my next, if there's no rub, I

shall complete my notes, and make a little search for Nature Studies in Shakspeare.

A Room in the Palace—Enter Catherine and Alice.

Catherine—Alice you have been in England, and you speak the language well.

Alice—A little, madame.

Cath.—I pray you teach me; it is necessary that I learn to speak. What do you call *la main* in English?

Alice—*La main*? It is called de hand.

Cath.—De hand. And *les doigts*?

Alice—*Les doigts*? My faith, I forget *les doigts*; but I shall remember it. *Les doigts*? I think that they are called de fingers; yes, de fingers.

Cath.—*La main*, de hand; *les doigts*, de fingers. I think that I am a good scholar. I have quickly mastered two words of English. How name you *les ongles*?

Alice—*Les ongles*? We call them de nails.

Cath.—De nails. Listen, tell me whether I speak well: de hand, de fingers, and de nails.

Alice—It is well said, madame; it is very good English.

Cath.—Tell me the English for *le bras*.

Alice—De arm, madame.

Cath.—And *le coude*?

Alice—De elbow.

Cath.—De elbow. I make a

repetition of all the words that you have made me henceforth to know.

Alice—It is very difficult, as I think, madame.

Cath.—Excuse me Alice. Listen: de hand, de fingres, de nails, de arm, de bilbow.

Alice—De elbow, madame.

Cath.—O Lord, I forget myself of it! de elbow. What do you name *le col*?

Alice—De neck, madame.

Cath.—De nick. And *le menton*?

Alice.—De chin.

Cath.—De sin. *Le col*, de nick; *le menton*, de sin.

Alice—Yes. Saving your presence, truly you pronounce the words as correctly as the natives of England.

Cath.—I do not doubt that by the grace of God I shall learn it in a little time.

Alice—Have you not already forgotten what I taught you?

Cath.—No, I will recite it to you promptly: de hand, de fingres, de mails—

Alice—De nails, madame.

Cath.—De nails, de arm, de ilbow.

Alice—Saving your presence, de elbow.

Cath.—So I say: de elbow, de nick, *et de sin*. How call you *le pied* and *la robe*?

Alice—De foot, madame; *et de coun*.

Cath.—De foot *et de coun*! O Lord! these are words of bad sound,

corrupt, coarse, and immodest, and not for ladies of honor to use: I will not pronounce these words before the lords of France for all the world. I must, however, de foot *et de coun*. I will recite once more my whole lesson: de hand, de fingres, de nails, de arm, de elbow, de nick, de sin, de foot, de coun.

Alice—Excellent, madame!

Cath.—That is enough for once: let us go to dinner.

U. S. History.

BY J. P. GORDY.

The careful student of "Political Parties" will note the difference between the use of the word, "revolution," in the phrase, "The Revolution of 1800," and in the phrase used as the title of Chapter II., "The Revolution of 1787." In the latter, the word means a change in government *not provided for by the constitution*; in the former it designates a change in the government which was in accordance with the constitution. What was that change?

In brief, the election of 1800 decided that the American republic was to be a democratic, not an aristocratic republic; a republic in which power was to be in the hands of the whole people, not in the hands of certain classes. In that election, the ideas for which Thomas Jefferson stood triumphed over those which Alexander Hamilton represented. Hamilton thought it

absurd that people who knew nothing of history, political economy and the science of government should have a right to vote, and hence he was in favor of an aristocratic republic, a republic in which power should be in the hands of those who had knowledge enough to use it wisely. Jefferson believed that history had shown that one class could not safely be entrusted with power to govern another, and therefore he was in favor of a democratic republic; and the significance of the election of 1800 lies in the fact that it showed that the majority of the American people were of his way of thinking.

These papers have already called attention to the fact that the constitution does not decide the question as to whether our government shall be a democratic or an aristocratic republic. The constitution leaves that important question to the states. If the states decree that none but persons of a certain description—those having a certain amount of property, or a certain degree of education, for example—shall vote for members of the state legislature, the constitution declares that the same persons, and they alone, can vote for members of the lower House of Congress. But if the states permit every one, with or without education, with or without property, to vote for members of the state legislature, the constitution permits them to vote for members of the House of Repre-

sentatives. And I repeat—the significance of the election of 1800 lies in the fact that the party that wanted an aristocratic republic was beaten because it wanted an aristocratic republic by the party that was determined to make our government a democratic republic.

The student is not likely to give too much time to getting a clear idea of the meaning of the title of Chapter XXIII. Jefferson as a States-rights Republican, and Jefferson as a Democrat. The distinction between States-rights Republicanism and Democracy throws a flood of light on a large part of American history. Calhoun was a States-rights Republican. Was he a Democrat? Not certainly in the sense that Jefferson was. To Jefferson, Democracy meant love of liberty, devotion to the interests of the people, belief in their political capacity. The democracy of Jefferson led him to say that he had sworn on the altar of God eternal enmity against every form of tyranny over the mind of man. It led him to try to get slavery abolished in Virginia, and to have a law passed in 1784 forbidding it in all of the territories of the United States. It gave him, in a word, an eager interest in all the projects and measures which aimed to promote the welfare of his fellows.

But he was not only a Democrat, he was a States-rights Republican, a believer, in other words, in the doctrine of state sovereignty. It

was as a States-rights Republican that he wrote the Kentucky Resolutions, and so construed the constitution as to make the general government the foreign branch of our governmental system. When he became President, he doubtless intended to administer the government in harmony with the theories of both Republicanism and Democracy, for it had not then occurred to him that there might be any inconsistency between the two. It had not occurred to him that he might wish to do things as a Democrat which he could not do as a States-rights Republican; that he might have opportunities to advance the interests of his country which he could not use without doing violence to his theories as a States-rights Republican. But his two administrations abundantly prove that he had to choose between being a Democrat and being a States-rights Republican. And history will reckon it as not the least of his titles to immortality, that when the choice was presented to him, he did not hesitate; he did not forget that his Republicanism was a means to an end; he did not hesitate to sacrifice it to that end.

The fame of Albert Gallatin is an interesting illustration of the capriciousness of historical reputation. Students of history know that he was one of the great men of his time, and yet it is probable that fully half of the American people

have not so much as heard his name. One of the reasons why the members of the Reading Circle would find it to their advantage to become intimately acquainted with him is because such an acquaintance would help to fix in their minds the distinction between Democracy and States-rights Republicanism. As John Randolph, and Calhoun—in the latter half of his life—and a large majority of the slave barons of the south in the twenty years before the Civil War, were States-rights Republicans without being Democrats, notwithstanding the fact that they called themselves Democrats, so Gallatin was a Democrat without being a States-rights Republican. Jefferson hated war both as a Republican and a Democrat. He hated it as a Republican because he was afraid it would enlarge the power of the central government at the expense of that of the states; he hated it as a Democrat because he knew that wars retard the progress of civilization. Gallatin hated it as a Democrat only. He had no objection to an exercise of large powers on the part of the central government, provided it used them wisely. But to waste lives and money in the brutalities of war seemed to him irrational and absurd. His financial policy might be taken as evidence that he agreed with Jefferson as to the method of avoiding war. But it is not so. He did not believe in the policy of commercial restrictions.

He believed it wise for us to avoid war if possible until we could wage it without going in debt. He believed that if we could avoid war for a few years, we would increase in wealth and strength so rapidly that the nations of Europe would not dare to insult us. He believed that we could, without loss of self respect as a nation, submit to insults which under other circumstances would deserve to be resented, sooner than turn aside from the path that led to true national greatness. He wished to have the American people devote their energies to the development of the resources of their country, rather than waste them in wars and preparations for wars, in the sure faith that such a course would hurry on the time when their very strength would protect them from insults without war. That was why he formulated a financial policy the fundamental principle of which was that payment of debt should take precedence of every form of expenditure, a policy that took no account of the possibility that to spend money in equipping armies and building navies might be more imperatively necessary than the payment of debts.

The Culture Epochs.

BY CHARLES A. MCMURRY.

Dr. John Dewey in the January Number of the Public School Journal has given an important contribution to the discussion of

the "Interpretation of the Culture Epoch Theory." He is not inclined to deny a general correspondence in the epochs of development of child and race but seeks for a more definite and limited application of the theory.

So far as I can see at present, I am willing to accept Dr. Dewey's statement that "the standard, educationally, is the sequence in the child not in the race" again, "But the criterion comes back in all cases to the child himself." In the sense here implied I am willing to regard the child's activities and growth the controlling thought—the centre. (This however does not in my judgment settle the question whether history and literature or some other study or group should form the centre of the school course.) The value of any epoch, therefore, will depend upon the degree of its correspondence to the child's present needs. Having established this central position and importance of the child, Dr. Dewey seems to desert it in his first argument. He says—"here is the Nomadic epoch and some (hypothetical) interest now corresponding. Shall we then make this interest supreme and study that epoch? Or shall we recognize the relative part played by pastoral activities in present society—the grazing in Texas, in Dakota, etc; and then call attention to the fact that whole peoples once lived in that way?" On what

ground then does Dr. Dewey substitute, without argument, "present Society" for the child's interest and the child's psychology? His fundamental assumption is that the child's need is paramount. Why then should the accidents of present society, grazing in Dakota and Texas, determine what a child's education shall receive? Even if the nomadic tendency were entirely absent in present society, it is supposable that the child's instinct and activities at some epoch may call for it. In any case it is an open question how far present society furnishes the activities and materials best suited to the child's needs. It is the best illustrations of any culture epoch, viewed from the standpoint of the child, which are needed and not the poor examples which the past or the present may furnish. The discussion of the point leads to a definite clearing up of the whole problem of education on its two important sides. First the critics of the culture epochs' theory insist that we shall not impose that theory and its products upon the child, but examine the child's activities and needs at any age and make this the basis of all experiment with educative materials. I accept this proposition. A second set of critics of the culture epochs' theory comes in and demands that present society and the *relative* part played by certain activities in present society shall determine their value

for the child. I reply, Hands off! First find out what present society has to offer that the child needs. If the child is the center, the argument against imposing materials on him is just as strong on one side as on the other. Present society just as past history has a great many things for which the child has no use at all.

It is not denied in the least that present society must exert an enormous influence upon the child. It is only claimed that the past with its beginnings and simple typical forms of all our elements of culture may after all, supply many of the best products suited to the child's instincts and needs and adapted to best prepare him for his activities in society. We are the outgrowth of the past and yet destined never to outgrow it. Its influence is immanent in every thing we do and think and have. Yet the pedagogical materials suited to mediate the growth of child activities may be in the past as much as in the present.

We may seem to have set into too much prominence a casual (perhaps incidental) statement of Dr. Dewey relative to present society.

Be this as it may, the two parties in the coming controversy over this question will soon reveal themselves, first, as the advocates of the past with its culture products and, second, the advocates of the present with its immediate, direct influences. The child stands in the midst. The dominant influence in

his life and growth may be one or the other, the past or the present, or it may be, better still, the combined effect of the two in equal strength. The theory of the culture epochs suggests a sifting out process by which we may get at those best culture products of the past which have a distinct pedagogical value in the development of child activity.

The second chief point made by Dr. Dewey is in the discussion of culture products versus child activities. His words are, "Admitting the correspondence in general *and as verified and controlled by the study of present* child-life, how is the inference justified that it is the cultural products which are to be made the objects of study. This inference is simply taken for granted by the upholders of the theory etc." Again; "Whatever words be used, the point is that the interest and instinct correspond not primarily to the products of a given age but to the physical conditions which originated these products, these conditions secured for the child, then he is prepared to deal educatively with the products."

His treatment of this point, raises, in my judgment, the most difficult and important question in this

whole discussion. The point lies in the significance imputed to or denied to the cultural products of history and literature. This paper does not furnish sufficient room for the discussion of this question, but a few remarks will be made upon it.

In the first place it will have to be admitted that a child's first perceptions of nature and of society are gained by the activity of his senses and mind as directly affected by his environment. He has six years of this sort of constant and many-sided influence from his environment before he enters school, with comparatively little direct influence from history and literature. When he comes to approach literary products in school he already has this active body of apperceiving materials. The practical question for teachers (apart from the Kindergartens) is, How shall the approved culture products (tested with children) be used? And to what extent do they furnish a legitimate and adequate field for child activity? So far as I can judge, Dr. Dewey seems to ignore the distinction between the "literature of power" and the "literature of knowledge." But I shall have to break off the discussion at the threshold.

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Educational Press Association of America.

PAPER.	POSTOFFICE.
American Teacher.....	Boston, Mass.
American School Board Journal..	.....Milwaukee, Wis.
Colorado School Journal.....	Denver, Colo.
Educational Review.....	New York, N. Y.
Education.....	Boston, Mass.
Iowa Normal Monthly.....	Dubuque, Iowa.
Michigan Moderator.....	Lansing, Mich.
New England Journal of Education..Boston, Mass.

PAPER.	POSTOFFICE.
Nothwestern Journal of Education..Lincoln, Neb.
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Primary Education.....	Boston, Mass.
Popular Educator.....	Boston, Mass.
Public School Journal...	Bloomington, Ill.
Pennsylvania School Journal.....	.....Lancaster, Pa.
Primary School.....	New York, N. Y.
School Review.....	Hamilton, N. Y.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
Texas School Journal.....	Dallas, Texas.
Teachers' Institute.....	New York, N. Y.
Western School Journal.....	Topeka, Kansas

—The many friends of Supt. J. P. Sharkey of Eaton will be pained to hear the sad news of Mrs. Sharkey's death, Jan. 1.

—A letter from Secretary Shepard of the N. E. A. reaches us just as we go to press stating that while Buffalo can not yet be named officially as the place of the next meeting, the strong probability is that it will go there.

Dr. E. T. Nelson, chairman of the executive committee of the State Teachers' Association writes: "Last evening we settled, as far as it can be settled with the information before us, on the date—July 1, 2, 3—. The place—Chautauqua, providing we can secure the right rates."

—The cuts of Washington and Lincoln used in this number were furnished by A. W. Elson and Co., 146 Oliver Street, Boston, Mass. They are the pioneers in the matter of school room decoration, and their pamphlet, "The Makers of

Our Nation," giving full information regarding portraits and pictures which they publish for school room decoration, will be sent to any address on application.

—In the March number of the *MONTHLY*, the sixth article on Literature by Dr. J. J. Burns will appear, followed in April by "Winter Without and Within," and in May by "Spring Without and Within." Dr. Burns is thoroughly equipped to do excellent work as an instructor in teachers' institutes, and has just prepared a new lecture on The Reading Habit which ought to be delivered all over Ohio. He delivers it at Xenia, Feb. 22. Write him at Canton, O., for dates and terms.

—Our readers will be glad to know that Dr. Venable of Cincinnati is preparing a series of "Pictures from the Past" for publication in the *MONTHLY*. The first of the series is now in the hands of the editor and will be published at the earliest possible date.

On to Jacksonville.

All the arrangements are complete for a good meeting of the Department of Superintendence of the N. E. A. at Jacksonville, Feb. 18-20. The programme as published in the January number of the *MONTHLY* will be fully carried out. The railroad arrangements provide for full fare going, and one-

third fare returning in accordance with the certificate plan. From points in Ohio tourist tickets can be secured at the certificate rate and will be found much more preferable on account of stop-over privileges and extension of time.

The editor and a party of friends expect to start for Jacksonville, Friday, Feb. 14, leaving Columbus via the Big 4 at 7:30 A. M. and making a close connection at Cincinnati with the L. and N. limited train which leaves at 11:30 A. M. and reaches Jacksonville the following day at 7:30 P. M. They will be pleased to have all who expect to attend join them on the trip.

The tourist rates to Jacksonville and return are as follows for points named:

Columbus \$39.00; Cleveland \$44.10; Springfield \$37.40; Dayton \$36.60; Sandusky \$41.40; Cincinnati \$33.55. Stop-over privileges are granted on these tickets which are good until May 31, 1896.

For further particulars regarding trains, attention is called to the advertisements of the Big 4, L. & N., and Plant System found in this issue.

Regulations for Ohio Inter-collegiate Athletics.

To all persons who believe in true physical training and in a reasonable indulgence in all proper games and sports, but who are decidedly opposed to ruffianism of every kind

whether under the name of prize fighting or foot ball, the following regulations will be of interest. It is certainly a matter of congratulation that Ohio Colleges have taken the lead in adopting such regulations as will enable them to control in a sensible manner all inter-collegiate games.

REGULATIONS FOR OHIO INTER-COLLEGIATE ATHLETICS.

1. "No student shall take part in inter-collegiate athletics during the first year of his connection with the college, unless he bring special commendations as to his high scholarly attainments, and especially as to his industry, faithfulness and general success in his student undertakings.

2. "No student shall take part in inter-collegiate athletics during the first year of his connection with the college, unless he is a candidate for a degree and a full and unconditioned member of the class with which he claims graduation, or is a regular and unconditioned member of some established course in the institution.

3. "It shall be an absolute and essential condition precedent of every inter-collegiate game that the managers of the contesting clubs shall interchange, not less than 10 days prior to the game, full lists of participants, which lists shall be certified by the presidents of the respective colleges as containing only the names of actual and bona fide students of the colleges in good and approved standing.

4. "In any inter-collegiate

game no person shall be chosen as umpire or referee, or for any other similar position, who has any connection whatever with either of the colleges contending.

5. "Any student properly charged and duly disqualified by the umpire or referee with slugging or any other form of foul play, shall be debarred from playing in any inter-collegiate game for the remainder of the college year unless reinstated by the approval of the presidents of three nonparticipating colleges.

6. "The use of profanity or any obscenity by any member of a team shall be strictly forbidden by the managers and captains of such teams.

7. "When any member of a team fails or has charged against him any conditions in the work of the term preceding that in which any inter-collegiate game is played, such student shall not be allowed to play in such inter-collegiate game until his failure or conditions have been made good.

8. "No student shall be allowed to receive any form of compensation for engaging in athletics."

Upon motion of President J. H. Canfield, of the Ohio State University, the secretary was instructed to notify the colleges of Ohio of the new rules and request that they be formally adopted.

A motion by President W. O. Thompson, of Miami University, was adopted, that the rules shall become operative as soon as they are adopted by five colleges.

School Legislation.

Several bills having a bearing upon school questions have already been introduced into the 72d General Assembly which met in regular session, Jan. 6.

The first is House Bill No. 17, by Mr. Deaton of Miami, amending section 4086 so as to provide for the election annually of one member of the executive committee of the county teachers' institute for a term of three years. If this bill becomes a law, at the first annual election, three members will be elected, one for three years, one for two years, and one for one year. This bill should pass as it will have a tendency to give more of stability to the management of these institutes which are becoming each year a more important factor in the educational system of the state.

House Bill, No. 23, by Mr. Aker of Preble, provides for such an amendment of the optional free text-book law as will make its provisions mandatory. There is considerable difference of opinion regarding this measure. Some claim that under the compulsory education law, all supplies including books should be furnished free to the pupils of the schools; others are decidedly opposed to the measure as a matter of principle, while another class think the optional law already in existence the best solution of this problem.

House Bill, No. 25, by Mr. Brorein of Auglaize, provides for the

practical repeal of the Workman Law and is the same in its general features as the bill introduced by him in the 71st General Assembly which passed the House but was defeated in the Senate. It provides for the election of two additional sub-directors for each sub-district and if it should pass would give us practically the old double-headed system which was repealed by the passage of the Workman Law. Under such a system township supervision which is growing so rapidly in the state and doing so much for the advancement of the schools, would be almost an impossibility. Such supervision can never be effective with two boards of education, one employing the teachers and the other the superintendent.

That good results have not always followed the enforcement of the Workman Law is not the fault of the law, but of a failure to carry out either its letter or spirit. In many townships it is working satisfactorily and greatly aiding in making the work of the schools more systematic and efficient. In the interests of better organization, better system and better supervision the law should stand as it is in all its general features and should be enforced not with the intention of making it unsatisfactory and unpopular, but of giving to the schools through its provisions greater strength and efficiency.

House Bill, No. 40, by Mr. Box-

well of Warren, provides for the establishment of normal school departments under the control of the State Board of Examiners, in such institutions as they may approve. The plan embodied in this bill was discussed at length in the school commissioner's report for 1893, and by Mr. Lukens, president of the State Teachers' Association, in his inaugural address at the Sandusky meeting. This address was published in full in the August MONTHLY.

In the Senate the committee on common schools is composed of the following Senators:

Pluemer of Hamilton county, chairman; Ely of Lorain, Hamilton of Union, Porter of Cuyahoga, Welday of Jefferson, Howard of Greene—Republicans—, and Harper of Knox—Democrat—.

In the House, of the following Representatives:

Deaton of Miami, chairman; Bell of Madison, Ashford of Columbiana, Fosdick of Hamilton, Snider of Cuyahoga, Stanbery of Lucas,—Republicans—, and Landis of Butler—Democrat—.

Birthday Celebrations of Lincoln and Washington.

BY MARGARET W. SUTHERLAND.

The exercises for the birthdays of Lincoln and Washington should have for their main purposes the teaching of something in regard to the lives of these great men and the

fostering of patriotic sentiment. While parents and friends should be made welcome and while a legitimate effort to interest them should be made, the real purpose of celebration should not be subordinated to a show for the amusement of visitors.

It is hard to find material for little children that does not seem at first thought a little too difficult for them. In ungraded schools they may be led to feel that they have a part in the exercises by some work assigned directly to them; while they will undoubtedly have some interest in the work of older brothers, sisters, and friends; and something will fix itself in mind and heart worth keeping there.

While thinking of this subject I read in the newspaper that in the celebration of the twenty-fifth anniversary of the re-establishment of the German Empire, all the schools in the empire suitably observed the day by listening to patriotic addresses delivered by the principals and teachers and by recitations and singing. If in a land where education is so deeply studied as in Germany, it is not deemed inappropriate at a celebration to have the teachers make the addresses, it will not be far wrong to have, in our ungraded schools, the older pupils to recite poetry and prose filled with patriotism and with reverence for real human greatness.

It is not a mere theory but a con-

viction based on work with boys and girls in the grammar schools and on observation of pupils in other schools, and from what I have heard teachers and others say of their youth, that a boy speaks a grand oration of a great orator and a girl recites a noble poem of an inspired poet better,—far better,—than a weak so-called declamation or a jingly rhyme destitute of real poetry. Therefore I have selected, almost altogether, for our programs good things worth learning. I have tried to suggest, however, a number of sources from which to select material. The programs given are not intended to be followed in full, but to be suggestive. Some of the quotations given may be written on the blackboard. Schoolrooms should be decorated both on February 12 and February 22 with flags where possible. Wherever these cannot be obtained, flags should be drawn on the blackboard with red, white, and blue crayon. Schools not owning pictures of Washington and Lincoln, and not feeling able to purchase the excellent ones that can be obtained from E. O. Vaile, Oak Park, Illinois, should borrow from some of the patrons of the school where this can be done.

Of course there are many good sources from which teachers may post themselves on the facts of the lives of Lincoln and Washington. But as in special preparation for

this work, teachers will not have time to read complete lives of these heroes, something from the following may be read with pleasure and profit:

Lowell's Essay on Abraham Lincoln in "My Study Windows."

Maynard's English Classic Series, No. 78, containing "The Declaration of Independence," "Washington's Farewell Address," "Lincoln's First Inaugural," "Lincoln's Emancipation Proclamation," "Lincoln's Gettysburg Address," published by Maynard, Merrill & Co., New York. Mailing price, 12 cents per copy.

For both Lincoln and Washington, Lord's "Beacon Lights of History," Vol. 7, American Statesmen.

The Acme Haversack's Lincoln Memoranda, Leaflet No. 50. Price 5 cents.

The Acme Haversack's Washington Birthday Leaflet. Price 5 cents. Address for either, The Acme Haversack, Syracuse, N. Y.

PROGRAM FOR LINCOLN'S BIRTHDAY, FEBRUARY 12.

Song — America — School.

Selection — The American Flag (Drake) McGuffey's Sixth Reader.

Sketch of the Life of Lincoln. Facts concerning boyhood to be given by younger children; manhood, by older pupils. (For preparation for this work for the younger pupils, the teacher will be greatly helped by Eggleston's "A First Book in American History"—American Book Co.)

Selection — The Flower of Liberty. (O. W. Holmes.)



Declamation — Lincoln's Speech at Gettysburg. (To be found in American Patriotic Selections, Acme Haversack's Lincoln Memoranda, and in many other collections of speeches.)

Song — "There are Many Flags of Many Lands." — Younger Pupils. (From Child's Song Book, published by Barnes & Co., Chicago.)

Selection — Lincoln's Favorite Hymn "Oh, why should the spirit of mortal be proud?" (Knox). (Carrington's Patriotic Reader, published by J. B. Lippincott Co., Philadelphia. This selection may also be found in several collections of poems.)

Quotations from Lincoln by different members of the school. (Quotations are printed at the end of this program.)

Selection — On the Final Burial of Lincoln at Springfield, April 14, 1887 (J. T. McKay).

Declamation — Abraham Lincoln (P. D. Gurley). (Carrington's Patriotic Reader).

Selection from Lowell's Commemoration Ode, beginning "Life may be given in many ways," and closing with, "Till the wise years decide."

Entire school at the close of this selection recite,

"Great captains with their guns and drums,

Disturb our judgment for the hour,
But at last silence comes;

These all are gone, and, standing like a tower.

Our children shall behold his fame,

The kindly-earnest, brave, foreseeing man,

Sagacious, patient, dreading praise, not blame,

New birth of our new soil, the first American.

Song — The Battle Hymn of the Republic — School.

QUOTATIONS FROM LINCOLN.

"If all that has been said, since the creation, in praise of women, were applied to the women of America, it would not do them justice." March, 1864.

"God must like common people or he would not have made so many."

"This country, with its institutions, belongs to the people who inhabit it."

"Gold is good in its place; but living patriotic men are better than gold."

"Let us have that faith that right makes might; and in that faith let us, to the end, dare to do our duty as we understand it."

"The reasonable man has long since agreed that intemperance is

one of the greatest, if not the greatest, of all evils among mankind."

"No men living are more worthy to be trusted than those who toil up from poverty."

"Do not worry; eat three square meals a day; say your prayers; be courteous to your creditors; keep your digestion good; steer clear of biliousness; exercise; go slow and go easy. May be there are other things that your special case requires to make you happy, but, my friend, these, I reckon, will give you a good lift."

"With malice towards none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to care for him who shall have borne the battle, and for his widow and orphans; to bind up the nation's wounds; to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

THE CENOTAPH.

ON THE FINAL BURIAL OF LINCOLN AT
SPRINGFIELD, APRIL 14, 1887.

And so they buried Lincoln? Strange
and vain!

Has any creature thought of Lincoln
hid

In any vault, 'neath any coffin lid,
In all the years since that wild Spring
of pain?

'Tis false,— he never in the grave hath
lain.

You could not bury him although
you slid

Upon his clay the Cheop's pyramid

Or heaped it with the Rocky Mountain
chain.

They slew themselves; they but set
Lincoln free.

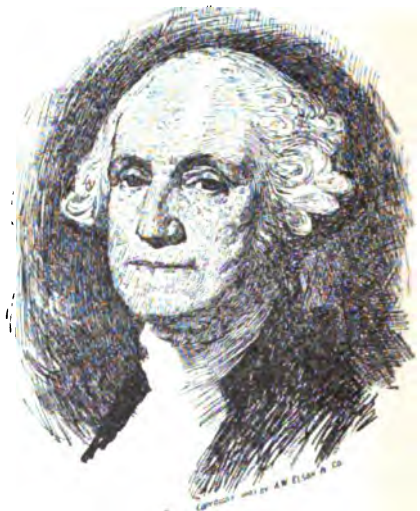
In all the earth his great heart beats
as strong,

Shall beat while pulses throb to chivalry
And burn with hate of tyranny and
wrong.

Whoever will may find him, anywhere
Save in the tomb. Not there,— he is
not there!

— JAMES THOMSON MCKAY.

The Century Magazine, 1890.



PROGRAM FOR WASHINGTON'S BIRTHDAY, FEBRUARY 22.

Song—The Star Spangled Banner—
School.

Selection—The American Flag (Drake).

Declamation—Eulogy on Washington
(Gen. Henry Lee) McGuffey's Sixth
Reader.

Concert Recitation—The Birthday of
Washington Ever Honored (George
Howland). (Carrington's Patriotic
Reader).

Readings on "George Washington" by pupils of eleven or twelve years of age, taken from any of the following books:—Stories of American History, (Lee and Shepard, Boston); American History Stories, Vol. I., Mara L. Pratt; Eggleston's "A First Book in American History."

Selection—Ode for Washington's Birthday (O. W. Holmes).

Declamation selected from Daniel Webster's Oration on the Centennial Birthday of Washington (Carrington's Patriotic Reader).

Song—There are many flags of many lands—Younger Pupils.

Selection for Young Pupil—Our Hero. (The Teachers' Institute, February, 1885.)

Declamation—The Birthday of Washington (Rufus Choate) (Carrington's Patriotic Reader.)

Concert Recitation by Little Ones—"What the flag is."

"Its stripes of red, eternal dyed with heart streams of all lands;

Its white, the snow-capped hills, that hide in storm their upraised hands;

Its blue, the ocean waves that beat round Freedom's circled shore;

Its stars, the print of angels' feet that burn forevermore."

—James Whitcomb Riley.

Quotations from Great Americans.

Declamation—Washington and Lowell (George Wm. Curtis).

Declamation—"Men whose lives are a glorious service" (George Wm. Curtis).

Hymn—America—School.

QUOTATIONS FROM GREAT AMERICANS.

"To be prepared for war is one of the most effectual means of preserving peace."

George Washington.

"Equal and exact justice to all men, of whatever state or persuasion, religious or political; peace, commerce, and honest friendship with all nations, entangling alliances with none."

Thomas Jefferson.

"Let our object be, our country, our whole country, and nothing but our country."

Daniel Webster.

"I have heard something said about allegiance to the South. I know no South, no North, no East, no West, to which I owe any allegiance."

Henry Clay.

"The President should strive to be always mindful of the fact that he serves his party best who serves the country best."

Rutherford B. Hayes.

"Government is a trust, and the officers of the government are trustees; and both the trust and the trustees are created for the benefit of the people."

Henry Clay.

"It is not in the power of any people upon earth much to harm us, except our own people."

Benjamin Harrison.

WASHINGTON AND LOWELL.

An extract from an address on James Russell Lowell, by George William Curtis (Harper & Bros.): "The service that makes great citizenship is as various as genius and

temperament. Washington's conduct of the war was not more valuable to the country than his organization of the government, and it was not his special talent but his character that made both of those services possible. * * * While military glory stirs the popular heart, it is the traditions of national grandeur, the force of noble character, immortal works of literature and art, which nourish the sentiment that makes men patriots and heroes. * * * It is not only Washington the soldier and statesman, but Washington the citizen, whom we chiefly remember. We say nothing of him to-day that was not said by those who saw and knew him, and in phrases more glowing than ours, and the concentrated light of a hundred years discloses nothing to mar the nobility of the incomparable man.

"Lowell's birth on Washington's birthday seems to me a happy coincidence, because each is so admirable an illustration of the two forces whose union has made America. Massachusetts and Virginia, although of very different origin and character, were the two colonial leaders. * * * Virginia was the cavalier of the colonies, Massachusetts was the Puritan, and when John Adams, New England personified, said in the Continental Congress that Washington ought to be general, the Puritan and Cavalier clasped hands.

"Well was Lowell born on the anniversary of Washington's birth, for no American was ever more loyal to the lofty spirit, the grandeur of purpose, the patriotic integrity; none ever felt more deeply the scorn of ignoble and canting Americanism, which invest the name of Washington with imperishable glory."

"MEN WHOSE LIVES ARE A GLORIOUS SERVICE."—George Wm. Curtis.

"Half his strength he put not forth"—that must be always the impression of men of so large a mould and of such public service that they may be properly commemorated on this anniversary. Like mountain summits, bright with sunrise, that announce the day, such Americans are harbingers of the future which shall justify our faith, and fulfill the promise of America to mankind. In our splendid statistics of territorial extension, of the swift civilization of the Western world, of the miracles of our material invention: in that vast and smiling landscape, the home of a powerful and peaceful people, humming with industry and enterprise, rich with the charm of every climate from Katahdin that hears the distant roar of the Atlantic to the Golden Gate through which the soft Pacific sighs, and in every form of visible prosperity, we see the resplendent harvest of the mighty sowing, two hundred

years ago, of the new continent with the sifted grain of the old. But this is not the picture of national greatness, it is only its glittering frame. Intellectual excellence, noble character, public probity, lofty ideals, art, literature, honest politics, righteous laws, conscientious labor, public spirit, social justice, the stern, self-criticizing patriotism which fosters only what is worthy of an enlightened people, not what is unworthy—such qualities and achievements, and such alone, measure the greatness of a state, and those who illustrate them are great citizens. They are the men whose lives are a glorious service and whose memories are a benediction. Among that great company of patriots let me to-day, reverently and gratefully, blend the name of Lowell with that of Washington."

OUR GOVERNORS AND SENATORS.

The week of Jan. 12-18 was an interesting and important one in the political history of Ohio. On Jan. 13 occurred the inauguration of Governor Asa S. Bushnell, and on Jan. 14 and 15, Joseph B. Foraker was elected U. S. Senator for the full term of six years beginning March 4, 1897.

For the information of the teachers and other friends who are readers of the MONTHLY the following lists are given:

I. GOVERNORS OF OHIO.

1. Under First Constitution.

Edward Tiffin 1803-1807.
 Thomas Kirker 1807-1808.
 Samuel Huntington 1808-1810.
 Return Jonathan Meigs 1810-1814.
 *Othniel Looker 1814.
 Thomas Worthington 1814-1818.
 Ethan Allen Brown 1818-1822.
 *Allen Trimble 1822.
 Jeremiah Morrow 1822-1826.
 Allen Trimble 1826-1830.
 Duncan McArthur 1830-1832.
 Robert Lucas 1832-1836.
 Joseph Vance 1836-1838.
 Wilson Shannon 1838-1840.
 Thomas Corwin 1840-1842.
 Wilson Shannon 1842-1844.
 *Thomas W. Bartley 1844.
 Mordecai Bartley 1844-1846.
 William Bebb 1846-1849.
 Seabury Ford 1849-1850.
 Reuben Wood 1850-1853.

*Acting Governor. Succeeded to the office, being Speaker of the Senate.

2. Under the Constitution of 1851.

William Medill 1854-1856.
 Salmon P. Chase 1856-1860.
 William Dennison 1860-1862.
 David Tod 1862-1864.
 John Brough 1864-1865.
 *Charles Anderson 1865-1866.
 Jacob D. Cox 1866-1868.
 Rutherford B. Hayes 1868-1872.
 Edward F. Noyes 1872-1874.
 William Allen 1874-1876.
 Rutherford B. Hayes 1876-1877.
 *Thomas L. Young 1877-1878.
 Richard M. Bishop 1878-1880.
 Charles Foster 1880-1884.
 George Hoadly 1884-1886.
 Joseph B. Foraker 1886-1890.

*Acting Governor. Succeeded to the office, being Lieutenant-Governor.

James E. Campbell 1890-1892.
 William McKinley 1892-1896.
 Asa S. Bushnell 1896.

II. UNITED STATES SENATORS.

Thomas Worthington 1803-1807.
 John Smith 1803-1809.
 Edward Tiffin 1807-1809.
 Return J. Meigs 1807-1810.
 Thomas Worthington 1809.
 Alexander Campbell 1809-1814.
 Stanley Griswold 1809.
 Jeremiah Morrow 1813-1819.
 Joseph Kerr 1814.
 Benjamin Ruggles 1815-1833.
 Wm. A. Trimble 1819-1822.
 Ethan A. Brown 1822-1825.
 Wm. H. Harrison 1825-1828.
 Jacob Burnet 1828-1831.
 Thomas Ewing 1831-1837.
 Thomas Morris 1833-1839.
 William Allen 1837.
 Benjamin Tappan 1839-1845.
 Thomas Corwin 1845-1849.
 Thomas Ewing 1849.
 Salmon P. Chase 1849-1855.
 Benjamin Wade 1851-1869.
 George E. Pugh 1855-1861.
 Salmon P. Chase 1861.
 John Sherman 1861-1877.
 Allen G. Thurman 1869-1881.
 Stanley Matthews 1877-1879.
 George H. Pendleton 1879-1885.
 James A. Garfield 1880.
 John Sherman 1881.
 Henry B. Payne 1885-1891.
 Calvin S. Brice 1891.
 Joseph B. Foraker.

FIELD NOTES.

—The Richland county institute held at Mansfield the first week of January was one of the most successful ever held in that county. The instructors were Dr. E. T. Nelson of Delaware, and Prof. S. D. Fess of Ada. All teachers pres-

ent were not only entertained and instructed, but also received that encouragement and inspiration for their work which will make them stronger in the performance of their duties. The editor enjoyed the privilege of being present a part of the time.

—At the Cincinnati Teachers' Association, Jan. 8, C. C. Long, principal of the eighth district school made an address on "What and How" in which he maintained that the teacher's duty was to arouse interest rather than to make the study of the subject compulsory. The address was followed by a general discussion of the subject.

—At the Mercer County Teachers' Association at Celina, January 18, a number of very interesting topics were discussed, and an excellent address delivered by Supt. J. D. Simkins of St. Mary.

—The editor attended a very interesting session of the Mahoning County Teachers' Association, which was held at Canfield, Jan. 24 and 25. One exceedingly pleasant feature of the visit was a call on Mr. Reuben McMillan, whose whole spirit is still in the school work. Many of our readers will remember him as the superintendent of the Youngstown public schools, and a very active member of the State Association.

—The Franklin county teachers held an association in Columbus,

Jan. 18. The music was in charge of Supt. E. D. Resler of Westerville. Miss Margaret W. Sutherland discussed the subject of "Language Lessons," and Prof. H. A. Weber of O. S. U. delivered an address on "Food Adulteration in its relation to Health and Fraud."

--We are under obligations to Supts. T. S. Orr of Plymouth, E. N. Lloyd of Pioneer, and C. C. Livingston of Union township, Champaign county, for copies of their school manual and course of study.

--In Huntington township, Defiance county, W. W. Heater, teacher of the township high school in Ney, has been engaged as township superintendent of schools and truant officer, and the good effect upon the schools is already quite marked. The teachers of this township have organized a reading circle which meets on the second and fourth Wednesday evenings of each month. The president of the circle is W. F. Pollock.

--The next meeting of the Western Ohio Superintendents' Round Table will be held at the Beckel House, Dayton, Thursday and Friday, March 5 and 6. Superintendents W. McK. Vance and Johns S. Royer are the members of the executive committee and are doing all in their power to prepare a program of exceptional interest.

--The Lucas County Teachers' Association held a meeting at Syl-

vania, Jan. 18, with the following program:

The Ohio Teachers' Reading Circle...
 W. B. Harris.
 Penmanship..... W. H. Block.
 Literature in the School... F. W. Latham.
 A Talk to Teachers... Miss S. C. Ensign.
 Current Events with History... S. F. Ball.
 The Relation of the Lower Grades to
 High School Work..... L. D. Hill.

--"Our Mother Tongue and Our Inability to use it. To What extent Are Our Schools Responsible?" is the subject of a very interesting and well prepared paper read by W. I. Crane of the Steele High School of Dayton before the *Present Day Club* of that city. The paper was published in full in the *Dayton Evening Herald* of Jan. 15, and a full column editorial bearing upon it is found in the same issue.

--The following is the program of the meeting of the Northeastern Ohio Teachers' Association, to be held in Cleveland, Feb. 8:

Prayer
 Secretary's Report.....
 Lee R. Knight, Akron.
 Christian Culture in the Schools.....
 Mrs. Eva Ward Belles, Cleveland.
 Discussion opened by.....
 Supt. Wells L. Griswold, Collinwood.
 Music... By Pupils of the Normal School.
 The Laboratory Method of Science
 Teaching... Dayton C. Miller, D. Sc.,
 Professor of Physics, Case School of
 Applied Science, Cleveland.
 Discussion opened by.....
 Supt. E. F. Miller, Burton.
 Report of Committee on History....
 Supt. L. H. Jones, Cleveland.

--Supt. L. D. Bonebrake of Mt.

Vernon delivered an address at the Montgomery County Teachers' Association at Dayton, Jan. 18, and is on the program at Brink Haven, Knox County, Feb. 1.

Friday, Jan. 17, was flag day at Napoleon. The Ladies' Relief Corps presented two beautiful flags to the public schools, and exercises appropriate to the occasion were held in the different departments.

—Supt. Shawan of Columbus has issued a pamphlet containing the rules and directions governing the new plan of promotions adopted a short time since.

—The 150th Anniversary of the birth of Pestalozzi was celebrated in an appropriate manner at the Odeon, Cincinnati, Jan. 11. On the program we find: "Introductory Remarks," by Supt. Morgan, Cincinnati; "Address (German)" by Supt. Soldan, St. Louis; "Poem" by Dr. W. H. Venable; "Poem (German)" by Dr. H. H. Fick; "Address" by Prof. W. R. Benedict.

—Supt. L. I. Morse of Cardington has resigned his position to accept a more lucrative one as general manager of an insurance agency. He has moved to Columbus. His successor is N. D. O. Wilson who has been principal of the Sparta schools for several years.

—All male teachers whose terms of school have expired or will expire soon, and who desire lucrative employment will do well to write Hon.

E. W. Poe, ex-State Auditor, Columbus, O.

—The Western Reserve Academy, located at Hudson, is making special effort to create a deeper interest among its students in the study of history. Governor Bushnell has offered a valuable prize to the student who submits the best paper in answer to a list of questions which have been prepared for the purpose by several eminent professors in history.

—The Tri-County Association composed of Ashland, Medina, and Wayne holds its regular meeting at Loudonville, Friday and Saturday, Jan. 31 and Feb. 1.

BOOKS AND MAGAZINES.

American Book Company, Cincinnati, Ohio:

Hamlet. [Eclectic English Classics.] 12mo, boards, cloth back, 163 pages, 25 cents.

Burke's Speech on Conciliation. [Eclectic English Classics.] 12mo, boards, cloth back, 87 pages, 20 cents.

Rime of the Ancient Mariner. [Eclectic English Classics.] 12mo, boards, cloth back, 41 pages, 20 cents.

Paradise Lost. Books I and II. [Eclectic English Classics.] 12mo, boards, cloth back, 90 pages, 20 cents.

Macbeth. [Eclectic English Classics.] 12mo, boards, cloth back, 100 pages, 20 cents.

Southey's Life of Nelson. [Ecclectic English Classics.] 12mo, boards, cloth back, 304 pages, 40 cents.

Metcalf's Elementary English. By Robert C. Metcalf and Orville T. Bright. Completing Metcalf's Series. 12mo, cloth, 200 pages, 40 cents.

Swisher's System of Vertical Penmanship. By Roslin Swisher. Five books, each 7 x 8½ inches. Thirty copies to a book, and sixty pages for practice, rendering a separate practice book unnecessary. Per dozen, 96 cents.

Pitman System of Phonography. A complete manual, arranged by Norman P. Hefley, Director of the Department of Commerce, Pratt Institute, Brooklyn, New York. 12mo, cloth, 128 pages, \$1.25.

Cornelius Nepos. By Thomas B. Lindsay, Boston University. Revised. 12mo, cloth, 363 pages, \$1.10.

The Same, Text Edition. 12mo, paper, 118 pages, 40 cents.

Hoher als die Kirche. Edited by F. A. Dauer, Geneva Normal School. 12mo, boards, 96 pages, 25 cents.

Khull Meier Helmbrecht. 16mo, 16 pages, 10 cents.

Ginn & Co., Boston, Mass.:

Plane and Solid Geometry by Wooster Woodruff Beman, Professor of Mathematics in the University of Michigan, and David Eugene Smith, Professor of Mathematics

in the Michigan State Normal School.

All the Year Round, Part III. Spring by Frances L. Strong, St. Paul Teachers' Training School. Illustrated by Gertrude A. Stoker, Teacher of Drawing, St. Paul.

Chemical Experiments General and Analytical by R. P. Williams, Instructor in Chemistry, English High School, Boston. This book can be used with any text-book in chemistry or without a text-book.

Harper & Brothers, New York City:

Methods of Mind-Training, Concentrated Attention and Memory by Catharine Aiken.

D. C. Heath & Co., Boston, Mass.:

English in American Universities by professors in the English Departments of twenty representative institutions. Edited, with an introduction, by William Morton Payne. Price \$1.00.

English Classics. The Tragedies of Macbeth and King Richard II. Each 40 cents.

The Connection Between Thought and Memory by Herman T. Lukens, Ph. D., with an introduction by G. Stanley Hall, LL. D. Price 90 cents.

The Sterling Company, Columbus, O.:

Out of the Cradle into the World or Self Education through Play by T. Benjamin Atkins.

The author's aim is to make the work of special interest to two classes:

"First. To all those who were once children themselves.

"Second. To parents, pastors, teachers, and all who are in any way interested in the training of those who are actually children now."

The February *Century* will print three unpublished letters by James Russell Lowell describing the songs and habits of the birds at Elmwood, Lowell's home in Cambridge.

"The Development of Africa" by Henry M. Stanley which appears in the same number recalls the fact that troubles with the Boers in Southern Africa first induced David Livingstone to travel to the north, and so led the way to the opening of equatorial Africa.

Harper's Magazine for February publishes "A Mother in Israel. A Story," by Hjalmar Hjorth Boyesen. No one will see his name without remembering with a pang that he will write no more. He was a man grown before he began the study of English, yet few excelled him in its use. He was at one time connected with the Swedborgian school at Urbana, Ohio, going from there to Ithaca, New York, and later resigning his professorship and beginning "the struggle with fortune which ended in his appointment in Columbia." The number contains many good things.

The Forum for February will contain a discussion of the Venezuelan Controversy by three distinguished writers:

(1) "The President's Monroe Doctrine," by Professor Theodore S. Woolsey, professor of International Law at Yale University.

(2) "Lord Salisbury and the

Monroe Doctrine," by Hon. Oscar S. Straus, ex-United States Minister to Turkey.

(3) "The Duty of Congress," by Mr. Isaac L. Rice, a well known lawyer of New York.

The Arena for February contains sixteen interesting articles. Among this number the following are of special interest: "Some Personal Reminiscences of Whitier, with Observations on His Religious Views;" "Bryant, the Poet-Politician;" "The Telegraph Monopoly;" "The Bond and the Dollar (Part II);" "Napoleon Bonaparte (Part VI)."

The February *Cosmopolitan* contains a beautiful Frontispiece entitled "Examining the Wedding Cards," and offers \$3,000 in Prizes for Best Horseless Carriages. "Some Notes About Venezuela," and "A Brief History of an Ideal Republic" are both very interesting.

The North American Review is always up to the standard and contains valuable articles on many subjects of great interest. See February number.

The Review of Reviews is one of the best magazines published. It always contains a fair, reliable summary of the World's Doings and is just what busy people need.

St. Nicholas for February is filled with interesting things, among which "The Gibson Boy," by Cristine Terhune Herrick, will appeal to those who know the man, and love his wonderful pictures. "Holly and the Railroad Signals," by Arthur Hale will be instructive to all. We are introduced to a quaint new set of beings in the "Pop-Corn People" by Pearl Rivers.

THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

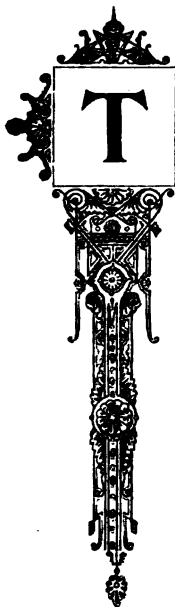
VOL. XLV.

MARCH, 1896.

No. 3

PESTALOZZI.

Poem read by Dr. W. H. VENABLE on the occasion of the 150th anniversary
of the birth-day of Pestalozzi, January 13th, 1896, at Cincinnati.



THROUGH vasty shades of savage occident
The Ohio groped what time the man I sing
Took first quick draught of that free element
That thrills Swiss life, and felt the quivering
Of Alpine light which welcomed him to earth.
In Zurich then was born,—sublime event,—
A man-child in whose soul new gospels waited birth.

The world is ever plastic in the hand
Of humble saviors fearless of the cross:
One self-forgetting hero may command
And mould the future, scorning present loss.
Meek Pestalozzi, herding in his mind
The universe of little children, planned
By their salvation surely to redeem mankind.

Much hope, more love possessed him, but most grief;
His heart a mourner, sobbed o'er common woe:
Did the Almighty slumber or seem deaf
To wails ascending from his poor below?
Nay, Heaven remembers every bitter tear,
Yet mundane ills must seek on earth relief;
Lo, the Divine hath found a human volunteer.

By sad Lucern arose the children's cry,
 The shelterless, the poor, the innocent ;
 The man of Zurich spake : " They must not die :
 War cast them out, but I, by Peace, am sent
 To father them and mother them, and feed
 Their bodies and their spirits : need have I
 None other than to share their utmost dolorous need.

Oh better never to be born at all
 Than live forlorn, the victim of neglect :
 To fall from brotherhood is lowest fall :
 Lift up the low ; bid man's soul stand erect ;
 On Education found the church and state.
 I send through Europe my imploring call :
 Millennial blessings round the kindergarten wait !

Unfold what is within ! Develop ! Make
 Full, fragrant efflorescence of the soul !
 Let bloom the brain, and call the heart awake !
 Nothing repress ; expand the being, whole,
 Complete and perfect under nature's awe,
 Our dear Schoolmistress." Thus prophetic spake
 A voice of faith, forecharged with evolution's law.

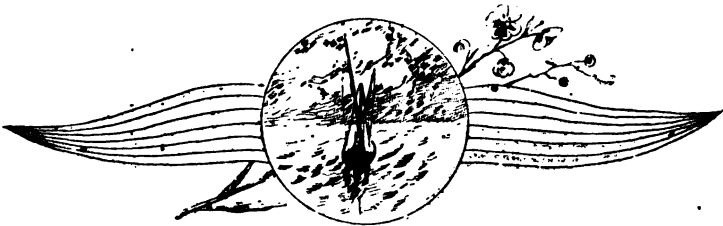
Thus the reformer's zealous wisdom taught :
 Thus, sometime, plead with Bonaparte austere ;
 Who scorning prophesy, in soaring thought
 Of self, made answer with a royal sneer :
 " We can't be troubled with the A - B - C."
 Vain Emperor ! the sword with which he fought
 Made slaves which battling alphabets set free.

The culture-captain had his marshals too ;
 Ritter and Frœbel and a legion more ;
 They proselyted nations, old and new,
 They set their banners fair on every shore ;
 A million teachers follow in the way
 The martyr opened, to the good and true ;
 Our children bask in beam of Pestalozzi's day.

He deemed his lavish life of no avail,
Dim was his prospect of the Promised Land;
But even then when faith and hope did fail,
The seed, wide scattered from his weary hand
Was springing, waving, bursting into flower;
For grain of truth is waft on every gale,
And sinks in every soil its root of deathless power.

He fell in conflict, but the field was won;
First Democrat of Culture! Thinker brave;
Hail, Switzerland, proud mother of such son;
Heap laurel garlands on his honored grave;
In flowers hide its consecrated sod;
Time writes his shining epitaph: "Well done!"
And science vindicates his confidence in God.

Be glad, my queenly City and my State,
And thou, Ohio's peaceful vale, rejoice!
For he whose memory we celebrate
Was with your pioneers a living voice!
The backwood's school-boy heard the Switzer's cry!
The people's heart knew Pestalozzi great;
Man is the thoughts man thinks, and these can never die.



LANGUAGE LESSONS. — No. 2.

BY MARGARET W. SUTHERLAND.

In my article on this subject in the February number of the *Monthly*, I said that language should be taught by example, in every subject presented, and by special drill. This paper will treat of the second manner of instruction in this important subject.

It does not seem to me that it is fair in estimating the time given in our schools to the study of English, to count only the time given to its formal study. Every lesson unless in music, drawing, penmanship, or physical culture, is a lesson in English; I do not know but that there is some instruction in it even in these branches. In the best schools for the study of a foreign language, nearly all the exercises of the school are conducted in that language, this being regarded as the best possible mode of instruction. In the methods for the teaching of German and French called natural methods, objects are held up before pupils and they are led to tell what is seen, or actions are performed and then described. There is no better way of learning the English language than by getting the word when we are getting the idea,—the mode the child uses before he comes into the schoolroom, at the time when he probably does more towards gain-

ing a power over language than at any time of his life. When I come to discuss special drill, I shall show that even at the time set aside for so-called language lessons, most of the lessons ought to have the purpose of gaining knowledge or developing mental power at the same time that one is gaining words and acquiring power in their use; that the only exception to this should be when our aim is to give our pupils what may be called the mechanics of language.

Nothing is much more discouraging than to find a teacher whose attention to language is limited solely to the formal language lesson or to the period devoted to grammar. I do not see how there can be any good teaching in any subject without its receiving a proper share of attention. Understand, please, that in treating of this subject I never mean by good use simply that use which conforms to grammatical rules. Students of Dr. Williams's invaluable work on grammar or those who have been so fortunate as to hear his scholarly exposition of this subject at county institutes, will remember how skillfully he shows that a sentence may be grammatically correct and yet have no meaning. And it is certainly possible for a teacher to give

a certain hyper-critical attention to the forms of language used in a recitation in a way that may seriously interfere with the pupil's real study of the subject under consideration. A high school principal once told me of a puzzled state of mind he was in in regard to a geometry class. He said that he knew that the lady in charge of the class was a thorough student, that in most respects he considered her an excellent teacher; but that this special class did not make the progress that it ought to make. So he determined to be present at the recitation in geometry as often as he could until he should find out what was the matter. He discovered that the teacher was so particular as to the use of certain forms of language that she would interrupt a pupil demonstrating just as he was almost ready to clinch an important argument, make a correction of his language, lead the class into a discussion of why this certain form was the best form, get off to a rather general discussion of language, and find the time for geometry gone. Now in advocating proper attention to English in every subject presented, nothing of this kind is meant. In truth, the first thing to be looked after is *not* correctness of language. Indeed, in making this the prominent thing, and in some cases the only object of our attention, we have erred. The most essential quality of either spoken or written discourse is clearness.

Therefore, the teacher must first of all see that the language used by the pupil means to him what it ought to mean; and, in the second place, that it conveys to the listener what it ought to convey. Question should follow question, why come after why, until we are perfectly sure that the pupil reciting knows what he is talking about. Illustrations and applications should be called for. Mind should be brought to such a white heat of interest that there would be a welding of idea and word in a manner that would make their after separation almost impossible. As I have said before clear thinking makes clear speaking; and the converse is true that the effort at clear speaking helps to make thinking clearer. Create in your pupils a decided dissatisfaction with themselves as long as they are unable to express their thought clearly. No time is lost that is spent in forming a habit of mind that will regard lack of clearness as intellectual dishonesty. The intellect ought to be as sensitive to this fault as the conscience is to other forms of dishonesty. If the language of the pupil reciting were always clear to the other members of the class, we should see fewer weary and uninterested *sitters*. (I do not think I can use the word *listeners* there.) There is another very important reason why a pupil should be trained to use language intelligible to those listening. When a man goes out into the

world he has no more business to stand before an audience talking to his hearers in a way meaningless to them than he has to stand before them for an hour ringing an unmusical bell and compelling them to listen. In fact this seems to me a less venial offense because in the latter case one can go on thinking his own thoughts without the torment of puzzling over what he cannot understand.

Teachers should aim at having the language of the recitation reasonably concise. Great care is required in this respect. No one should permit an idea to be smothered under what Lowell calls "feather beds of verbiage," yet an idea may need some clothing to keep it warm. The teacher who will keep in mind the inestimable power of thought and the incalculable value of time in this world, will have the proper regard for clearness and conciseness of language.

From what I have said it must not be supposed that I regard correctness of language as of little importance. The teacher should have the trained ear which quickly detects an inaccuracy of speech, but he should also have the tact that is an unerring guide as to the time and manner of correcting it. The rule "never to let *false syntax* pass without correction" is like most other iron-clad schoolroom rules sometimes "more honored in the breach than in the observance." A youth's confidence should be gained

before he is subjected to close criticism. An unwise correction of a boy who is just beginning to express himself in his own words will sometimes produce an embarrassment that will prevent the accomplishment of the very things at which we are aiming. The age and disposition of our pupils must be guides as to time and manner of correcting errors. With a child it is generally best to use at once the correct form when he has used the incorrect one and simply have him repeat after you what you have said. If we could but understand how much of education is but the formation of correct habits it would aid us in all our work. There are circumstances when we are dealing with older pupils which will make it best in order not to detract from the thought, to pursue the same course with them as has been suggested for our treatment of younger pupils. But there may be a few minutes in the day or a half hour in the week, when we can lead our older pupils to intelligent reasons for the corrections that have been made. The teacher should make a mental note of errors in the language of pupils. No corner of the blackboard should ever be devoted to these errors. Nothing but that which is right should be left where it can make a lasting impression on the mind of the pupil. I do not say that it is wrong ever to put the correct and incorrect forms before a class. At times they should appear side by

side to exercise the pupil in discrimination. But as soon as the nature of the error is discovered, the incorrect sentence should be immediately erased, and the correct one should be allowed to remain for a time. No grammar or rhetoric ever published has exercises for correction anything like as helpful as the exercises prepared by a good teacher from the actual mistakes of his own pupils.

Younger children should, as a rule, be trained to answer in complete sentences in all recitations. They need the mental training that is given by the formulating of thought into a sentence. I think that with older pupils the invariable following of this rule will lead to a stilted manner of speaking and will consume an unnecessary amount of time. Yet there are times when the only fitting thing is to require a complete sentence even from older pupils.

I know that to this day we have even in our own State teachers who fail to give the pupils the exercise in language that they ought to have in reciting geography and history. I have protested too often against the memorizing of the words of text books on these subjects to write now at any length against this evil. I know that many teachers will not admit that they are so far behind the times as to do this thing, but the fact remains that they are doing it. Within ten years work of this kind has been going on in city schools,

whose superintendents at associations and institutes have been loudly protesting against it. Stop and answer honestly, what helps a man more in life than to have thought and to have also the power to express that thought clearly and forcibly. At the best, we cannot give our pupils in large schools the practice in expressing themselves that they ought to have; then why take from them any opportunity that may be theirs?

Having our pupils memorize the descriptive text of the geography and the contents of the ordinary school history comes from either inexcusable ignorance or criminal carelessness.

Yet there are things that should be learned in the words of the author studied; definitions in arithmetic and grammar, and choice poetry and prose should be so learned. The committing to memory of choice literature will be discussed in another article; a few words here as to definitions. The ability to make a good definition indicates a fine knowledge of the thing defined and a skilful use of words to mark off thought. A child does not possess either of these qualifications of a definition maker. Many of our teachers are not capable of deciding whether a definition is correct or they are too busy to weigh with sufficient care the definitions given by the pupils. In the interest of accurate scholarship, I plead for exactness here. Let us

honestly admit that in late years there has been a confusion between what ought to be given in the pupil's own words and what should be given in a more concise and exact form that looks at least toward

mental laxness. Teach inductively, have the definition thoroughly understood before it is memorized, then let it be stored for all time in its best form.

OUTLINE FOR PRACTICAL INSTRUCTION IN ELEMENTARY BOTANY.—No. 2.

BY PROF. W. A. KELLERMAN, OHIO STATE UNIVERSITY.

The Germinator and Seedling-box described in the first part of this article, should now afford material for profitable work during many days.

Select specimens belonging to the group of *Dicotyls*, as Bean, Morning Glory, Sunflower and have figures drawn that will show at least three very different periods of development,—(1) the earliest stage of germination; (2) a stage with roots and stem (also cotyledons) well developed; (3) a later stage in which foliage-leaves are present.

The venation of the leaf should be examined, also a section of the stem made and figured. The three characters—two cotyledons, exogenous stem, and net-veined leaves—can be noted as characteristic of the group of *Dicotyls*.

Then study and figure in the same manner representatives of the other large group of plants, *Monocotyls*, as Corn, Wheat, etc. Note

also the association of characters which the figures show—one cotyledon, endogenous stem, and parallel-veined leaves.

Seeds belonging to the two groups should in the same connection be dissected and figured. If available time permits, study numerous representatives, especially of *Dicotyls* which show a great variation as to cotyledons, both before and during or after germination.

Inspect the root-hairs (for example, of the Corn, on specimens from the Germinator). Note to what part they are limited. Pull up a small seedling whose roots have penetrated the sand; wash gently but thoroughly to see whether the root-hairs have taken firm hold of the particles. Test the root-tip with moist litmus-paper to see whether it is acid.

The study of leaves may now be taken up. Have the pupils bring in numerous specimens. Many of the latter, not needed that day,

might be dried under pressure and kept in store for subsequent use if required. The teacher should, if convenient, select first a kind for study that has *blade*, *petiole* and *stipules*. These terms should be written opposite the parts after the figures have been carefully drawn. Exstipulate and sessile leaves should also be sketched.

Allow those who are not skillful, to get the guide-lines or points by laying the specimens on the drawing sheet. Drawings are to insure correct observation and to record the knowledge gained. Require accuracy and neatness in the work, but do not demand artistic drawings thereby discouraging the less able pupils. If the work is carried on in the real spirit of investigation the interest will be universal and the profit will be commensurate. Do not dispense with the brief daily reviews of the preceding work; in this way familiarize the pupils with the descriptive terms that the teacher from day to day supplies.

For studying the patterns of venation, select thin leaves or those whose veinlets are very translucent. Allow the leaves to be drawn the natural size, showing the principal veins. Then require a small portion of the same leaf to be figured much enlarged, and insert all the veinlets that can be seen with the aid of the lens (holding the leaf towards the light).

It is not necessary that each pupil do the given work in exactly the

same time. Have those who persistently work faster take other specimens also, where more or less variation from the preceding will be found. Those who work too slowly should of course be urged to improve their habits. If all are not fully absorbed in this occupation, the teacher should ascribe it to the lack of skill in directing and managing the work.

The *margins* (for which drawings of one half of the leaf, i. e. the right or left side from the midrib, will be sufficient), the shapes of leaves, the forms of the apex and of the base, the various shapes of the stipules, should be taken up in order; also the kinds of leaves, their arrangement, the character of the surface, the nature of the hairs (when present) must receive attention. The teacher should here as elsewhere make an outline of the points that ought to be brought out: this can be done in a few minutes by the aid of any of the common text books on botany. An estimate must be made and corrected from time to time as to how much time may be spent on each subject — considering how much profit is being reaped in each case and how many more topics demand attention.

The study of flower-clusters should not be pursued exhaustively. It would perhaps be more confusing than satisfactory to beginners. A few samples of the Indefinite plan (as a spike, raceme, corymb, panicle) can be inspected

and simple diagrams be drawn to show the essential character. A cyme, or cluster representing the Definite plan of inflorescence, can in the same manner be disposed of, and then pass to the next subject.

The subject of the Flower in all its details will undoubtedly prove the most enticing of all. Ample and suitable material must be at hand. The window gardens and conservatories must be drawn upon if the floral season is not yet opened.

A fair-sized or large flower, complete, regular, symmetrical, one in which there is no cohesion and no adhesion of the members, would be preferable for the first lesson. Have the pupils dissect the specimen without injury to the parts which they should lay in the natural order before them. An outline figure of one sepal, one petal, one stamen and one pistil, natural size, will of course be sufficient. Have the name of the plant furnishing the flower written, and the number of parts in each whole noted. Additional descriptive words may be written on the drawing sheet, but are not necessary nor advisable if the figure shows the same. However the figure and parts of the figures should always be properly and neatly designated—using the appropriate words, not figures or letters or signs that require a key for explanation.

Enlarged figures may then be drawn of a stamen, and pistil and

the names of the parts of each appended. Stamens and pistils from different flowers showing great variations may be profitably sought for and sketched by pupils. The ovary must be carefully studied. Transverse sections near the middle, made with a sharp knife, are to be examined with the lens and drawn in outline but much enlarged. The cavities will be shown readily; but special attention should be paid to the *placentas*, or lines along which the seeds, or ovules, are attached. Explain to the pupils that the placenta corresponds to the united edges of the leaf that forms the ovary. If there is one placenta it is a simple ovary, that is, formed of one leaf. If two or more placentas are present two or more leaves entered into the formation of the ovary; and it is therefore said to be compound.

Have sections of many different ovaries made; find and figure them (in section) with a varying number of cavities, central and parietal placentas, one to several in number. If the ovary has one cavity, say it is *monolocular*—not one-celled (use the word *cell* only in the morphological sense). Ovaries that are bilocular, trilocular etc., will be found. In this connection the teacher can explain that a flower is a modified branch. Have pupils dissect “double” flowers (figure the parts) which usually show partial transitions and then they will apprehend the idea and be

convinced of the truth, that all the floral parts are modified leaves.

It would be superfluous to enter into similar detail in reference to all the other points included in the study of the flower. The same plan of work is to be continued throughout. The descriptive terms are to be supplied by the teacher as soon as the pupils have the ideas or knowledge for which the terms stand. But care must be taken not to introduce superfluous technical terms. For beginners, "united by anthers," I would use, rather than "syngenesious." But I find no stumbling block in the terms "hypogynous," "perigynous" and "epigynous." Such terms as "gamopetalous" and "polypetalous" (better "choripetalous") are indispensable. When the etymology is explained by the teacher, pupils find they are simple and added interest is assured.

While specimens are being examined and figured in respect to the various cases of adhesion and cohesion, presence or absence of whorls, or varying members of each, etc. take the opportunity to direct attention to shapes of corollas and have notes or figures made of the same. Before passing from this subject the teacher should consult an outline that has been gleaned from a text book, and be convinced that at least all the essential points have been seen and mastered by the pupils.

The study of Pollination might

be left till rather late in the Spring when more species are in blossom. Have the pupils observe and figure some flowers that are not colored or showy, such as those of the Walnut, Alder, Box Elder, Pine. These are incomplete and imperfect. Have them find out by examination and make note of the following facts:— that the pollen is abundant and powdery; that the stigmas are mostly large; that the stamens and pistils are on different branches or on different trees; that the flowers are inconspicuous. Without suggestion they will probably perceive that the pollen must be transferred from the anthers to the stigmas by the agency of the wind. Then tell them such flowers are said to be *anemophilous*.

Now have the pupils examine showy flowers to see that the pollen falling from the mature anthers would not, unaided, alight on the stigmas. Notes and diagrams of a large number of cases should be made. The pupils must visit the plants in bloom to determine whether the insects, that search for the nectar, incidentally carry the pollen to the stigmas. All flowers where the pollination is effected by insects are said to be *entomophilous*. A record should be made of the number and kind of insects found visiting certain flowers in a given time. It will soon be perceived and appreciated that the purpose of the color, odor, and nectar is to attract insects.

To have the pupils discover or at least partially determine that cross-pollination is the rule, and self-pollination the exception, the teacher may select for their study:—(1) Dioecious or monoecious flowers (as Willows, Oaks, Pines, Box Elder) where necessarily the pollen is transported from one flower to another; (2) Proterogynous flowers, *i. e.*, those in which the stigma matures in advance of the anthers (as the Plantains, Figwort, Bloodroot, Papaw); (3) Proterandrous flowers, *i. e.*, those in which the anthers mature in advance of the stigmas (as Button Bush, Poke-weed, Gentians, Firewood, Campanula, all of the *Compositæ*); (4) Dimorphic flowers, or those having stamens and pistils of two lengths in different flowers (as *Houstonia*, Partridge Berry, *Lytthrum alatum*); (5) Flowers with irregular corollas (as Pea, Bean, Red-bud, the Orchids); and (6) Flowers having special adaptations (as the *Kalmia* or Mountain Laurel, the Iris, Milkweeds, etc.). This subject is explained at some length in the writer's "Elements of Botany," pp. 54-65, and still more fully in Gray's "Structural Botany," pp. 216-240.

The process of fecundation (do not say "fertilization") which follows pollination will have to be explained orally by the aid of drawings on the black-board. It must be borne in mind that the knowledge obtained in this course by the

pupils will necessarily be somewhat fragmentary. The teacher should therefore judiciously supplement by giving in proper connection that information which will fill up the gaps, as it were, and make the subject complete and logical throughout.

The last topic in organography, namely the fruit and seed, can be studied from material very satisfactorily, especially later in the season when the supply would be quite abundant. The typical forms of fruits should be figured. These and the seeds should be studied with especial reference to means for distribution, such as wings, hooks, tufts of hairs, fleshy portions, attractive colors, hard coverings, elastic dehiscence, etc.

The course so far outlined will require many weeks for its completion. I am sure that its faithful prosecution will give scientific training, insure a useful fund of information, and develop a stronger desire to explore the secret realms of nature. The course will be a good foundation for college scientific work; it will be equally valuable and enjoyable to those who can not prosecute Natural history studies in the higher educational institutions.

The identification of plants (popularly called "analysis") by means of keys, can after such a course be carried on with rapidity and pleasure. While it is the least important portion in the course, it

is nevertheless in many ways valuable in an amateur's or botanist's work.

Further suggestions would be superfluous, unless it is to enforce the precaution—not well enough heeded—that the pupil should not turn to the key as soon as the specimen is in hand, but first study the plant in all its parts, more particularly in reference to the flowers, the insertion of its parts, the character of the pistil, the cavities of the ovary, the placentas, etc.

Those who wish a smaller manual, easier for the beginners to use,

containing all the plants of Ohio that bloom in the Spring, also all the native trees and shrubs with a key based on the leaves and fruit, will find the writer's Spring Flora of Ohio desirable. The fuller, more expensive Manuals that are available for our region are Gray's Field Forest and Garden Botany, and his Manual, Revised editions.

The important subject of Vegetable Physiology should not be neglected in an elementary course. I will therefore in the next paper, give directions for performing inexpensive illustrative experiments.

THE ADDITION OF CIVIL GOVERNMENT TO THE COMMON SCHOOL BRANCHES.

BY J. W. ZELLER.

Eight years ago the lamented Dr. Stevenson, then Supt. of the public schools of Columbus, read a very able paper before the State Teachers' Association, the burden of which was the importance of the study of Civics. Since then this subject has been ably discussed in our associations from the National down to the county. Not only has its importance been urged and discussed by men of our profession, but by broad-minded and far-seeing business men, and eminent jurists and statesmen.

The most recent utterance was

by Judge Henry White before the teachers of Cuyahoga Co. He said: "If not the highest, at least the first and most direct end of public instruction is to prepare the youth to meet the responsibilities and duties that *grow out of the relation of the individual to the State.*" This relation and these duties are civic.

There seems to be but one mind as to the importance of teaching this subject in our public schools; for we all realize that there are dangerous elements in our present civilization that should be counteracted, and that the counteracting

process should begin in our schools. Whatever goes into the education of a child will come out in the man and therefore out into society.

The following are reasons for urging the addition of this subject by legislation to the common school branches.

1. From the days of the Pittsburgh Riot, 1877, a riot in which the city for two days was under the entire control of a great mob incited by communists,— a riot in which one hundred lives were lost and millions of property destroyed, and extending its baneful influence to Chicago, St. Louis, and San Francisco—from the days of this great riot to the Deb's Revolution of more recent days, a revolution anarchistic in its nature and tendency, and involving half of the states and two-thirds of the territories, more than a score of incidents have occurred, during this period of 17 years, all indicating that there is an element in our present civilization dangerous to the maintenance of our fundamental institutions and subversive of our institutional liberty.

2. Keen observers of the movements of our times are profoundly impressed with the fact that there is a growing tendency to regard lightly obedience to rightful authority, and respect for the majesty of law.

3. This tendency in our political life will, if continued, materially

modify our laws and fundamental institutions.

The cool-headed Judge Cooley, a man profoundly versed in our fundamental laws, and the philosophy of our institutions, in an article in relation to our recent civil disorders, said: "We should at all times have in mind the great truth that the *customary laws and even the fundamental institutions of any country are molded and modified by the every day life and thought of the people.*"

In view of the truthfulness of this statement, how vitally important that the "every day life and thought of the people," should be intelligently and patriotically educated.

4. We believe that this dangerous tendency in our political life can be counteracted by making the youth of this generation familiar with the genius and fundamental laws of our institutions, found embraced in our National Constitution and other great State documents.

5. One element that contributed largely to the maintenance and perpetuity of the Roman Republic was the fact that her citizens were familiar with their fundamental laws.

6. Surely, in a Republic like ours, with universal suffrage, where high and low, rich and poor, intelligent and ignorant, are not only amenable to the laws, but have a voice in selecting their law-makers and rulers, and in determining even

the fundamental principles of the laws by which the Republic shall be ruled, "in a government *whose people is the highest authority and the final Court of Appeal on all political questions*," surely in a Nation in which the people are so intimately and vitally connected with their government, the *study of Civil Government is of prime and vital importance.*

7. It is a German proverb that whatever you would introduce into the National life must be introduced through the schools of the Nation.

8. If we would have our youth revere our civil and political institutions more, if we would inspire them with greater devotion to their underlying and fundamental principles, if we would stimulate their love for law and liberty, if we would have them realize that all "valuable rights are born of legal restraint," that loyalty to the flag means loyalty to our fundamental institutions, we must teach them something of

the nature and grandeur of the underlying principles of our great institutions.

9. A knowledge of the fundamental principles of our civil and political institutions, of their birth and growth, of their application to our civil and political life, and of their practical workings is far more important in the make-up of citizenship than much that is now taught in our schools.

One of our great statesmen has said: "The most important of all benefits to the present and succeeding generations of Americans is an accurate knowledge of their government, and the circumstances under which they were embodied in the Constitution."

10. A study of civil government in our public schools would do much to maintain and perpetuate through the coming centuries the rich legacy, a preserved and purified Union, transmitted to us by the valor and heroism of the "boys in blue."

CLOSING EXERCISES OF HIGH SCHOOLS.

BY JAMES H. CANFIELD.

Mr. Corson has very kindly asked me to write a few paragraphs as to the closing exercises of high schools. What will be said will, of course, be in the line of suggestion only: and it is not to be taken as criticism

on any existing forms or customs.

Early in the winter term there should be a distinct announcement of the fact that at the close of the school year there will be an exhibit of the handicraft and educational

work of each student. The teachers will care for the educational work; and they should encourage the other. But most of this latter will be done at home, during the long winter evenings, after school hours, or on holidays. The boys should be stimulated to plan and finish as neatly and perfectly as possible some bit of work in which tools, or it may be nothing but jack-knives, are used. It should call out their ingenuity, and it may well be talked over with the teacher from time to time, as the work progresses. But it should be honestly the work of the student, in inception and in completion. The girls may go in this line if they wish; or they may learn to cook (if they have not already become proficient in this) or may take up the higher and better forms of what is generally known as "fancy work," or may put their wits and fingers to any task that is attractive. But all this, it should be clearly understood, is to result in something that may be put on exhibition during the last week of the school year.

When the time comes, see that not less than two days are given to this display. Care for the educational exhibit in the usual way, and put the other portion of the exhibit on tables, or shelves along the side of the room. Give due notice of this. Let the first day be distinctly set apart for the members of the families of the school children, and

for the children themselves: and for no others. On the second day invite in the general public, and especially the teachers and scholars from the nearest country schools. The latter will enjoy all this, and profit by it in more ways than one: and you will profit by the courtesy, also.

On Thursday evening of this last week, have a meeting of the general public and of all the students of the high school—but no other pupils. Let the Superintendent read his report for the year, and in this way come in closer touch with the people than is usual. The report should not be too statistical, but should put all matters clearly before the public. It ought to be considered the very best opportunity for the speaker to argue the cause of advanced education, and to explain the events of the past year and the wants of the coming. The report ought not to be more than forty minutes in presentation. If there is more than that to say, let the further details go into the printed report.

Follow this report with an address by some person of reputation, on some educational theme or theme touching close upon education. Invite to deliver this address men of ability in the town or city, men who have not generally taken much interest in the schools. They will take more after they have spoken! Or go outside for the speaker, if

that is thought best. •Be sure to have nothing very commonplace, but get fresh thought each year.

On the Friday evening of the closing week let the graduates have the floor—or the platform! To this meeting should be invited, first the friends of the graduating class, who should be well cared for as to reserved seats etc. Next should come the friends of the other pupils in the high school. Then should be remembered the friends of the teachers in the schools, and of the school authorities. All these should be furnished with tickets, issued as complimentary, and issued through the parties interested as above. If there are seats remaining, tickets for these (but not one more than there are seats in the house) should be given out on request, by the secretary of the school board or some other person closely related to the school.

The advantage of this plan is that you assure comfort and recognition to those who are most interested, and you shut out all that careless and indifferent class who come just because it is a "free show." No young children should be admitted. No pupils should be admitted lower than the eighth grade. They might come, because they are just passing into the high school. The best audience room in the city should be secured for both these evening meetings: and should be paid for out of the current expense fund of the school board, or by

"chip-in" contributions by the business men of the town. There should never be an admission fee, nor a collection to meet expenses. These are as legitimate as any school expenses: but if this is not thought true, let private citizens unite to pay this tribute to their schools.

Let the graduates carry the usual program: with a short address by the President of the Board as he presents the "diplomas." I do not believe in shutting out the boys and girls from this last evening's work. But let their work be simple, unpretentious, and entirely within their own grasp. A teacher who would encourage the slightest dishonesty at such a time, who would permit any of the more or less disreputable practices which are only too common because pupils are set at something beyond their years or maturity, ought to be promptly dismissed.

It seems as though this method of closing the schools would give dignity to the work of education, and excite new interest in all townspeople. The practice of "baccalaureate sermons" where no degree is granted, of "commencements" at the close of the year, and of "diplomas" which are really nothing but certificates that a pupil has passed a certain stage in the great scheme of public and free education, ought to be promptly and vigorously discarded.

"KEEP THY TONGUE FROM EVIL."

BY A. B. JOHNSON.

According to Solomon, a brawling woman in a wide house is unendurable, but a loquacious and nagging teacher is a greater evil; for in the one case a single family only may suffer, but in the other the children of an entire community are stained with the moral blight of an ungoverned tongue and temper.

A noisy, talking teacher does much to disturb his pupils; to prevent good order; to subvert true discipline; and to dissipate the thoughts of those who are disposed to be studious.

He makes a sad mistake who supposes that his position gives him unbridled license to talk when he pleases and as he pleases before his pupils. If the words of any should be few and carefully chosen, surely those of the teacher should be. The absolute monarchy of the school room must be endured, and is the best for it, provided the ruler is wise and good. The teacher should never utter a word before his pupils which he would not speak if all the parents were present.

In many cases, which have come under my observation, teachers have antagonized parents by their unguarded talk and by their unlicensed remarks irrelevant to the school work, suffering loss in reputation and sometimes loss of po-

sition, who, had they observed the above rule and been more discreet and kind in what they said to their pupils, would have retained their popularity and their power. But the nagging instructor, in school or college, is entirely out of sight of even the garrulous teacher, and will do more harm by his ill-temper than he can ever compensate by any learning or pedagogical skill which he may have.

Children have a very keen sense of justice, and they will not, and they may not, forgive the teacher who presumes to reflect upon their parents or upon their own abilities, or upon their honor or truthfulness, to disparage them.

A girl of twelve or thirteen, remarkably neat and tasty in her dress, and correct in deportment, failed in class to answer a question. "Ah," said the teacher, "had I asked you how the ladies, who sat near you at church on Sabbath, were dressed, you would, I doubt not, have answered readily and correctly." One who has the dyspepsy, or who has been crossed in hopeless love and must "vent the venom of her spleen" on her innocent and helpless pupils, has no call to teach. I have one word of counsel for you, my teacher friend. In all your deportment before your

school, whatever the shortcomings of individual scholars may be, *keep sweet*. Treat the boys and girls with unvarying justice, candor, and kindness; and my word for it, for your justice they will honor you; for your candor they will confide in

you; and for your kindness they will love you. Having gained these things from your scholars, to fill up the remainder of your sacred mission, will be a comparatively easy task.

O. T. R. C. DEPARTMENT.

LITERATURE No. 6.

BY J. J. BURNS.

Number Five left the anvil yesterday and went from sight in the general direction of Columbus. One of my horse shoes against evil spirits is the pen; for this service, at least, a great deal mightier than the sword. So, this fourth morning of December, I open my pad of tinted paper—it costs per acre about the same as government land—and put a heading upon an article for March; something premature no doubt, but I trust none of the words will become obsolete in the editor's drawer. Charles Lamb had trouble of that kind with his letters to a correspondent in Van Dieman's Land. To resume:

Act III. Scene IV. L. 5, "*O Dieu vivant!*"—the living God!

L. 6, "Our scions"—the Norman Conquerors; "savage stock"—the Saxons.

L. 7, "spirt"—shoot. L. 8,

"overlook"—tower above; "grafters"—the French.

L. 10, "*Mort de etc.*"—death of my life!

L. 11, "but"—perhaps used adverbially, simply.

L. 12, "slobbery"—muddy. L. 13, "isle of Albion"—"England, bound in with the triumphant sea."—*Richard II.*

L. 14, "this mettle"—"the mettle of your pasture."

L. 15, "climate"—a little phys. geog.

L. 16, "whom"—same antecedent as "they" and "them."

L. 19, "Decoct"—warm. L. 20, "quick"—live.

L. 22, "roping"—hanging like ropes.

L. 24, "sweat drops etc."—the sweat of the enemy froze into icicles.

L. 26, "by faith and honour!" He swears mainly in English this time.

L. 36, "more sharper"—a cor-

rect mode of emphasis in Shakspeare's time.

L. 37, "Charles Delabreth etc."—danger signal—in these lines treat the rhythm tenderly!

L. 51, "captive chariot"—"in a chariot, captive into Rouen," why not so? instead of a conquest.

L. 57, "for achievement"—"the half-achieved Harfleur."

Act III. Scene 5. L. 41, "vital thread be cut"—"Till fate shall snap the brittle thread."—*Burns.*

L. 45, Pistol comes near to wit here.

L. 59, "a gull"—a hoarse noisy bird.

L. 60, "to grace himself"—to plume or adorn himself. L. 67, "new-coined oaths"—"fire-new," brand-new.

L. 68, "a horrid suit of the camp"—a course of rough action which smacked of camp life.

L. 74, "if I find a hole in his coat"—"If there's a hole in all your coats I rede ye tent it. A chiel's among ye etc."—*Burns.* The metaphor, "hole in his coat," means a weakness or blemish in his character.

L. 109, "upon our cue"—the proper time for action.

L. 119, "thy quality"—thy rank.

Act III. Scene 6. L. 10, "*le cheval volant etc.*"—the flying horse Pegasus who has nostrils of fire.

L. 13, "the pipe of Hermes"—in Greek Myth. H. was the herald of the gods.

L. 15, "ginger"—I've heard the

word used to denote spirit, fire, in a horse.

L. 16, "Perseus"—probably the rescuer of Andromeda. L. 17, "but only"—except.

L. 25, "the rising of the lark"—"When upward springing, blithe to greet the purpling east."—*Burns.* "The lodging"—the lying down of the lamb; "vary deserved praise"—praise constantly and without vain repetition.

L. 26, "fluent as the sea"—ever in motion. L. 27, "argument"—theme.

L. 30, "functions"—duties, employments.

L. 44, "*Le chien est retourne'*" etc.—The dog has returned to his own vomit and the washed sow to the mud-puddle.

L. 77, "cared not who knew it"—a parallel case is the man who is known as Ohio's greatest orator, the proof being his own *admission.*

L. 100, "intellectual armour"—gumption. L. 104, "winking"—not seeing.

L. 112, "shrewdly"—cunningly, I think, so they would not have to "fight like devils."

Act IV. Chorus.

L. 2, "creeping murmur"—a murmur in the shapeless dark.

L. 5, "stilly"—silently, so as hardly to drown the quiet talk of the pickets. L. 7, "battle"—army.

L. 9, "night's dull ear"—as though "Night, Sable Goddess!" were herself drowsy? "the dull

cold ear of Death.—*Gray*. L. 10, "accomplishing, etc."—completing the knights' equipment. L. 13, "toll"—tell, tale, tally, teller. L. 22, "inly"—"like one that inly mourned"—*Spenser*. L. 25, "gazing moon"—"poring dark." L. 27, "ruined band"—by anticipation. L. 34, "enrouned him"—"enwheel thee round."—*Othello*. L. 45, "A touch of Harry"—made the whole army brave. L. 48, "foils"—petty quarrels, which set off the big battle by contrast.

Act IV. Scene 1. L. 4, "some soul"—an inner principle whose good awaits the spiritual alchemy of optimism.

L. 11, "honey from the weed"—the dandelion, thistle, golden rod, which yield their nectared sweets to the freebooter bee.

L. 12, "make a moral"—apply to a moral purpose, as Jacques *moralized* the spectacle.

L. 16, "lodging"—resting place.

L. 31, "debate"—reflect. L. 35, "*Qui va la?*"—who goes there? L. 82, "care"—prudence. L. 102, "out of doubt"—beyond doubt; "relish"—keenness. L. 112, "a many"—"a many of our bodies," "a many of your horsemen," "a many fools;" Chaucer has our modern form of the idiom, as "Full many a deynte horse;" and also such as this, "With him ther wente knyghtes many oon;" and in Chevy Chase we find "a myghtie many."

L. 127, "afeard"—"a soldier and afeard!" Chaucer has: "They were adrad of him."

L. 145, "all unspotted"—entirely.

L. 178, "to turn the sun to ice"—this is about as sky-threatening an hyperbole as to send precepts to the leviathan to come ashore.

L. 228, "Command'st the beggar's knee"—"I do not owe a knee unto these."—*Religio Medici*.

L. 229, "command the health"—extract health from it.

L. 240, "Can sleep so soundly"—for a strain of lofty insomnia precisely similar recur to Henry IV, Act III, Scene 1.

L. 242, "distressful bread"—got by hard labor. L. 245, "the eye of Phœbus"—"Now Phœbus opes the eyelids of the day."—*Marlowe*. L. 251, "winding up"—concluding. L. 252, "fore-hand"—advantage. L. 254, "wots"—thinks. L. 274, "to pardon blood"—to pray for the pardon of those who caused bloodshed in compassing the crown.

Act IV. Scene 2. L. 4, "*les eaux*, etc."—heaven and earth!

L. 5, "*Rien, etc.*"—Nothing more? air and fire.

L. 5, "*ciel!*"—heaven!

L. 14, "embattled"—

"There the embattled farmers stood
And fired the shot heard round
the world."—*Emerson*.

L. 25, "'tis' positive 'gainst all exceptions"—'tis certain beyond all denial.

L. 31, "idle speculation"—sight,

Thou hast no speculation in those
eyes

Which thou dost stare with.

—*Macbeth*.

L. 36, "dare"—terrify. L. 37,
"couch"—crouch.

L. 40, "ill favouredly become"—
carriages on horseback would not
adorn the landscape.

L. 43, "big Mars"—even the god
of war wore a beaver out of style!

L. 53, "Description cannot, etc."
—a verbal picture cannot be made
to look so dead as the reality.

L. 56, "prayers"—two syllables.
L. 63, "outwear"—waste.

Act IV. Scene 3. L. 19, "West-
moreland"—accent first syllable.

L. 97, "native graves"—die and
be buried at home.

Act IV. Scene 4. L. 2, "*Je pense*"
—I think you are a gentleman of
high rank. L. 11, "O take pity,
have mercy upon me!

In the rest of this scene the Boy
serves as an interpreter and the
best any note-maker could do would
be to spoil it.

Act IV. Scene 5. L. 2, "*le jour*,
etc."—the day is lost, all is lost!
L. 5, "sit mocking, etc."—recalls
Prince Hal's "The spirits of the
wise sit in the clouds and mock
us."

Act IV. Scene 6. L. 1, "thrice"
—does English imitate French *tres*
in taking *three times* for very?

L. 9, "honour-owing"—owning,
bearing, honorable wounds, they
both bore them. L. 11, "haggled"
—mangled. L. 18, "foughten"—

en, one of the common participial
endings, as well as one of the signs
of plurality.

At mortal batailes hadde he ben
fiftene,

And *foughten* for our feith, etc.,
and

He was war of Arcite and Palamon,
That *foughten* breame, etc.

—*Chaucer*.

Act IV. Scene 7. The excellent
Captain Fluellen's reasoning from
analogy is very clear, if we do not
forget "there is figures in all things."
L. 59, "fined"—pledged. L. 69,
"fret"—tramp in pain. L. 140,
"an thou dost me love"—"No
more of that Hal, and thou lovest
me."—*Falstaff*.

Act IV. Scene 9. L. 17, "Parca"
—*Parca*, the Fates. L. 24, "Cad-
wallader, etc."—a hero of Welsh
literature; Wales abounded in
goats. L. 31, "a mountain squire"
—the obverse of a "carpet knight."
L. 76, "Something lean to cut-
purse, etc."—incline toward this
nimble fingered profession. L. 77,
"To England will I steal, etc."—
this feeble pun, one of Dogberry's,
is the last flash of Pistol.

Act V.

Chorus. L. 5, "proper"—indi-
vidual.

L. 8, "heave"—lift and carry
upon your wings of thought.

L. 11, "the deep-mouthed sea"—
Byron's honest watch-dog bayed
deep-mouthed welcome; Longfel-
low has his Acadians hear the deep-

voiced ocean; the historian Greene makes us stand with the Cornish miner in his under-ocean gallery, and in the pauses of his labor listen "to the sobbing of the sea;" Emerson was greeted by the "bellowing of the savage sea." Old Neptune's musical repertoire as interpreted in literature, why wouldn't that do for a theme for some leisurely knight of the pen?

L. 23, "quite"—entirely. L. 24, "quick forge"—"In what a forge and what a heat."—*Longfellow*.

L. 29, "general"—hark back to Bacon's relations with this general.

L. 41, "played"—have announced from the stage that certain things were done.

L. 42, "remembering"—reminding.

L. 43, "brook"—endure; "brook no ceiling narrower than the blue."—*Lowell*; "advance"—"the fringed curtains of thine eyes advance," said Prospero to Miranda.

Act V. Scene 1.

L. 15, "born"—Why not *borne*?

L. 33, "rub"—"aye, there's the rub."

L. 58, "sciences"—knowledge.

L. 66, "inconveniences"—almost as mild an euphemism as the term, "unpleasantness," applied to our War of the States.

L. 78, "pleaseth"—imperative mode with the sign *eth*. L. 94, "nicely"—strictly.

L. 107, "An angel is like you"

—calls up Otway's "Angels are painted fair to look like you."

L. 109, "*Oui etc.*"—Yea, verily, saving your presence, so he said.

L. 118, "sold my farm to buy my crown"—as his soldiers had "sold the pasture to buy the horse."

L. 134, "greenly etc."—act the *greenhorn*.

L. 139, "plain soldier"—"honest injun!"

L. 141, "for thy love, by the Lord, no"—"men have died and worms have eaten them, but not for love?"

L. 146, "fellows of infinite tongue"—poor Yorick! "A fellow of infinite jest."—*Hamlet*.

L. 149, "a rhyme is but a ballad"—but he can't come up to his dear enemy, Hotspur, in the diversion of praising, left-handly, the ballad-makers, "I'd rather be a kitten and cry mew!"

L. 153, "keeps his course"—*his* is neuter, not masculine used for neuter; simply has, in our day, a successor, *its*, a thing of shreds and patches; "When the gust has blown his fill."—*Milton*.

L. 176, "much at one"—equally bad, they at-one-d for each other; both of a piece. L. 185, "cruelly"—greatly.

L. 225, "*Laissez etc.*"—Refrain, my lord, refrain! Really, I am not willing that you veil your greatness by kissing the hand of your unworthy servant, excuse me, I pray you, my puissant Sire!

L. 279, "my"—the nom. of *my*, the antecedent of *who*.

L. 321, "office"—business. L. 335, "In little room"—recalling Barabas's comment upon the wedges of gold, "Infinite riches in a little room."

Here endeth this little task of comment writing. I am vain enough to hope, at least, that it may help unpractised readers of Shakspeare not only to enjoy him more highly, but also to get a clear notion of the fuller meaning of the term reading.

I shall not need to be told that with a large number of the members of the Circle my note-making "is like the mending of highways In summer, when the ways are fair enough."

Some Glimpses of Nature Study in Shakspeare.

From the pages of the great dramatist the reader may get matchless lessons in the supreme science of human nature and in the all-important art of human conduct. The virtue of virtue, the vice of vice, have herein illustrations that allure and warn. But in the low valleys between those sky-pointing chapters and paragraphs are illustrations, a line, perhaps, or sentence, for his wealth of which the poet has put Nature's realm under tribute. To collect some of these, and thereby cause to be inferred the unplucked treasures, commonly not far from the reader's path, is the task I here set myself.

The first specimens are from the play we are now reading.

1. "The strawberry grows underneath the nettles, etc."

A certain degree of shade is good for berries.

2. "Grew like the summer grass, fastest by night."

Thoreau speaks of growing in some favorable season, "like corn in the night."

3. To her unguarded nest the weasel

Comes sneaking, and so sucks her princely eggs.—*Scott*.

Every farmer knows how destructive the weasel and its kind are to bird's eggs.—*Burroughs*.

4. As gardeners do with ordure hide those roots that shall first spring and be most delicate. Impregnated with quick fermenting salts,

And potent to resist the freezing blast. —*Cowper*.

5. Let us not hang like roping icicles

Upon our houses' thatch:

6. Rush on his host; as doth the melted snow

Upon the valleys.

Above me are the Alps
The palaces of Nature, whose vast walls

Have pinnaced in clouds their snowy scalps.—*Byron*.

7. "Her fallow leas

The darnel, hemlock, and rank fumitory

Do root upon."

Poor mad Lear might have plaited his head-dress in these leas.

"Crowned with rank fumiter and
furrow-weeds,
With burdocks, hemlocks, nettles,
cuckoo flowers,
Darnel, and all the idle weeds that
grow
In our sustaining corn."

Darnel, used generally for corn-
field weeds. *Hemlock*, a poisonous
plant of the order *Umbelliferae*.
Root of *hemlock* digged i' the dark.

— *Macbeth*.

"*Fumitory*"—fumiter; *fumus*,
smoke and *terra*, the earth. Not
the climbing vine that hung its
beads in Riverby.

8. "The even mead, that erst
brought sweetly forth
The freckled cowslip, burnet, and
green clover."

cowslip,

"The cowslips tall her pensioners
be;

In their gold coats spots you see."
In those freckles live their savours.

burnet, shepherd's hour glass.

The flowery May, who from her
green lap throws
The yellow cowslip and the pale
primrose. — *Milton*.

Like the crimson drops
I' the bottom of a cowslip.

— *Cymbeline*.

9. The shrill-gorged lark.

— *Lear*, IV, VI.

More tuneable than lark to shep-
herd's ear

When wheat is green.

— *Mid-Dream*.

The shrill lark dewy-winged.

— *Landor*.

And drowned in yonder living blue
The lark becomes a sightless song.

— *Tennyson*.

10. Full merrily the bumble-bee
doth sing,
Till he hath lost his honey and his
sting.

The drowsy bee
Stumbles among the clover tops.

— *Lowell*.

11. Pray you, tread softly, that
the blind mole may not
Hear a foot fall. — *The Tempest*.

The blind mole casts
Copped hills toward heaven.

— *Pericles*.

Hillocks green and soft
Raised by the mole, the miner of
the soil. — *Cowper*.

12. The shard-borne beetle with
his drowsy hums.

— *Macbeth*.

Save where the beetle wheels his
droning flight. — *Grey*.

13. I know a bank whereon the
wild thyme blows,

Where oxlips and the nodding vio-
let blows.

— *The Mid-Dream*.

Cowslip and oxlip are familiar
names of varieties of the same
plant; it is hard to tell them apart.
— *Burrows*.

The knavish crows
Fly o'er them, all impatient for
their hour. — *Henry V*.

14. As doth a raven on a sick-
fallen beast. — *King John*.
And crows are fatted with the mur-
rain flock. — *Mid-Dream*.

15. Therefore the Moon, the governess of floods.

—*Mid-Dream.*

You may as well
 Forbid the sea for to obey the
 Moon. — *Winter's Tale.*

16. Golden daffodils,
 That come before the swallow
 dares, and take

The winds of March with beauty.
 —*Winter's Tale.*

An echo such as the tuned ear
 catches in countless numbers. A
 writer in the Journal of Education,
 speaking of the song-sparrow's note
 in November, "the same faultless
 song that tempered the winds of
 March with beauty."

Burroughs says the swallow
 comes in April.

When daffodils begin to peer,
 Why, then comes in the sweet o'
 the year.—*Winter's Tale.*

17. The marigold, that goes to
 bed wi' th' Sun,
 And with him rises weeping.

—*Winter's Tale.*

The marsh marigold, the American
 substitute for the cowslip.—
 —*Burroughs.*

18. Or hateful cuckoos hatch in
 sparrow's nests.—*Lucrece.*

And being fed by us, you used
 us so

As that ungentle gull, the cuckoo-
 bird,

Useth the sparrow; did oppress
 our nest, etc.—*Henry IV.*

He was but as the cuckoo is in
 June,

Heard, not regarded.—*Henry IV.*

19. For though the camomile,
 the more it is trodden on the faster
 it grows.—*Henry IV.*

20. For treason is but trusted like
 the fox.

Who, ne'er so tame, so cherished
 and locked up

Will have a wild trick of his an-
 cestors.—*Henry IV.*

21. The southern wind
 Doth play the trumpet to his pur-
 poses;

And by his hollow whistling in the
 leaves

Foretells a tempest and a bluster-
 ing day.—*Henry IV.*

A touch of English "Old Probabilities," and can this be the same
 "sweet south" that came o'er the
 Duke's ear, having breathed upon
 a bank of violets.

Concluding Remarks upon Henry V.

What is here presented is surely
 not an attempt at a specimen chap-
 ter of the Natural History of
 Shakspeare. It comes near to the
 center of its modest mark if it hints
 the possibility of such a history, and
 gains, for such passages as those
 quoted, the reader's quickened at-
 tention. This careful returning to
 the patches of nature found in liter-
 ature will beget a habit of great
 price.

The modes of reading may be as
 many as the moods in which one
 may take up the book. If the in-
 clination leads through an act in an
 hour, or an entire play in an even-

ing, follow it. It will be strange, however, if at another and supplementary interview between reader and book, a part of a scene do not furnish "argument" for an evening. And at these more earnest combats some trusty dictionary should umpire the game. Now there are two classes of words for which the real student of Classic English calls up the lexicon; those of whose meaning he does not feel sure, and those of whose meaning he does feel sure. In the looking up, in literary fashion, of household words, the student learns the process by which a word comes by its full content of meaning. Its primitive signification may be that of some bodily action; a noted writer makes it stand for something beyond its first limit; another carries it away to the other side of its domain; a third genius uses it in a phrase, which, by its beauty or quaintness or force, lingers in the memory, is often spoken or written, the quotation tag falls off, the expression is every one's property, and the word of our quest has as one of its values just what this last master stamped upon it. Among so many radically different meanings, and shades, to decide which one was in the writer's thought in the given sentence is the delicate art of the reader.

For example. What is meant by "take" in a quotation a little way back, "take the winds of March with beauty." Elsewhere, "no fairy takes," "take your chance."

Verse is, as all know and few regard, from the Latin *versum*, a turning. Follow it and you see some one's *version* of a series of happenings; not so far away, perhaps, is Milton's description of the bookworm: "deep-versed in books but shallow in himself."

Detachment is a word easy quite to spell and in several uses not hard to define, but the reader of Marcella, in one of its many pen portraits comes across "the satirical *detachment* that made his ordinary manner." The idea for which the word *detachment* stands can be caught from the context but the reader ought to want to know whether that use of the word is recognized by the dictionary and what authors have used it.

The dictionaries prove the definitions they give by citing authorities. In turning over the leaves of the Century of late, no matter for what game I was hunting, when my eye caught Henry V. I made a note of the passage given to show the thought value of some word, and, "by now"—to use a phrase of which Mrs. Ward is as fond as Mr. Burroughs is of "in a twinkling"—the number is above fifty. These are not strange vocables

"That would make Quintilian stare and gasp,"

but such words as *consideration*, *scrambling*, *heady*, *scouring*, *unhidden*, *divinity*, *crescive*, *sumless*, *havoc*, *buds*, *tombless*, and others, from Act I.

Of Hamlet, Macbeth, Lear, much more frequent use is made.

U. S. HISTORY.

BY J. P. GORDY.

The preceding paper aimed to interest the members of the Reading Circle in Albert Gallatin. The thing to note about his financial policy is that it was in perfect harmony with Jefferson's ideas. Jefferson believed that this country could get along without war, and Gallatin's financial policy was framed in harmony with that opinion. *The national debt must be paid.* That is the proposition from which Gallatin started in all of his reasoning about financial matters. Of course the answer to the question as to how soon it should be paid was in a sense, arbitrary. He decided that it could, and, therefore, should be paid in sixteen years because he thought that the revenues of the country would enable money enough to be used for that purpose and still leave enough for other necessary expenses. The entire question as to the wisdom of his policy hinges on that. Was the matter of the speedy payment of the debt of such paramount importance as to make it desirable to devote such small sums to the army and navy? The sequel, I believe, will show that it was not. The sequel will show that the policy of devoting no money to being prepared for war, led to war, and that the national debt instead of being paid in sixteen years, was not paid till about the close of Jackson's second administration.

Perhaps the most important thing in chapter XXV is the light it throws on the character of Jefferson. I have no doubt that the younger members of the Reading Circle may have some difficulty in understanding why the History of Political Parties has so much to say about individual men—particularly Hamilton and Jefferson. The answer is simple, but I hope I shall be pardoned if I say that it is worth while to understand it. The characters of these men have been and are great moving forces of American History. If Jefferson had been a different man our history would not have been what it is.

And there are few papers of his which throw more light on his character than his first annual message. Study that message and its author until you understand how he came to recommend such a conservative course, and you will understand why it was that Jefferson was so wonderfully popular, and why he was able to hold together the diverse and conflicting elements of his party so successfully.

What those elements were the next chapter seeks to show. There were two classes of men who voted the Republican ticket: Northern Democrats and Southern Republicans. Of course the text does not mean to say that there were no Democrats in the South and no Republicans in the North. Rather does it intend to emphasize the fact that there were men who voted for

Jefferson who had a good deal of sympathy with the Federalist interpretation of the constitution, but who were utterly out of sympathy with their distrust of popular government. There were more of these men in the North than there were in the South. Hence the title of the chapter. The members of the Reading Circle are earnestly urged to study this chapter until they realize the decisive influence exerted upon our national history and development by the class called Northern Democrats. Had it not been for their influence, the extreme ideas of the Southern Republicans would have been more nearly carried into effect.

There are three questions which we should seek to answer clearly, in connection with the chapter on "The Purchase of Louisiana." Why did the United States want Louisiana? Why did we object to Spain's giving it to France? What effect did the purchase of it have on our government? The text answers all of these questions. But the complete answer to the last is a long story. It is easy enough to see that in buying Louisiana Jefferson did violence to his theories of the constitution. If the government had no right to charter a national bank it certainly had none to buy a vast territory and admit it into the union as states on a footing of equality with the original thirteen states. That is clear. But it is equally true that the purchase of Louisiana

had an important influence in bringing about the war with England and in straining our relations with that Power during all the years that intervened. The purchase of Louisiana had this effect because it led to our claim of West Florida, and this led the United States to attempt to conciliate Napoleon in a way that stimulated England to take the hostile course which she pursued so steadily for so many years.

The members of the Reading Circle should try to realize this clearly and vividly. They should try to see clearly that the purchase of Louisiana and the War of 1812 were in a sense, the first and last links of a chain, and they should endeavor to connect these with the intervening links that bound them together. But the effect of this claim to West Florida and the consequent attitude of our Government towards France, upon the Federalists, is equally worthy of note. Their belief in the sympathy of the Republicans with Napoleon drove the Federalists to the verge of disunion at the time of the embargo, and during the War of 1812.

The wish on the part of some of the New England Federalists to establish a Northern Confederacy of which the next chapter speaks is an illustration of the fact upon which the early chapters of the book lay such stress: that we began our national existence without much national patriotism, that the people

then for the most part regarded their state in which they lived as their country. This chapter ought to render a valuable service in helping the members of the Reading Circle to see that in the beginning this idea was quite as general at the North as at the South. The assault made upon the Supreme Court of which this chapter also speaks is another important matter. There are two important questions in this connection which we should compel ourselves to answer clearly: Why did the Republicans object to the Supreme Court? What would have been the result if they had succeeded?

However dry and uninteresting it may be, we should get a clear idea of the ground of our claim to West Florida. And, by the way, there is a typographical error on page 397 that may serve to confuse you. Read "West" before "Florida" in the last line of the page.

The chapter, "Conquering without War" is important for three reasons: (1) It gives an account of Jefferson's first attempt to put his theory of commercial restrictions as a substitute for war into practice; (2) it shows the influence of West Florida in the foreign policy of the country; and, (3) it shows that the "old Republicans" were conscious that Jefferson was no longer in perfect sympathy with them. We know why he was not. It was because he was a Democrat as well as a Republican; it was because he

could not do the things which he wished to do as a Democrat without doing violence to his theories as a Republican.

In the next chapter, it is important to see clearly why Napoleon issued the Berlin decree, and to understand precisely what the decree was. It was issued, as the text shows, as a means of fighting England. He wished to destroy England by destroying her commerce. The decree itself consisted of two parts: (1) It forbade all trade with Great Britain, (2) it prohibited any vessel which had touched at an English port from coming to any port in the possession of Napoleon, or his allies and Subject States. Now so far as the first part was concerned it was an idle and empty threat. Napoleon had no navy. The navy of France had been destroyed by Nelson off the coast of Trafalgar. How could she prevent trade with Great Britain? But it was this first part alone which was in violation of principles of international law. We make foreign nations pay a tariff on many of the articles which they bring to this country and we might prohibit them from coming altogether if we chose. It would of course be very absurd to do it, but we should violate no principle of international law if we did.

When, therefore, Napoleon threatened confiscation to all vessels that traded with England, he violated international law, but **his**

threat was without significance because he could not enforce it. He could confiscate the vessels which went from British ports to ports in his possession, but in so doing he was violating no principle of international law.

It is also necessary to see why the search of the "Chesapeake" was objected to so much more vigorously than the search of merchant vessels was. The "Chesapeake" was a national vessel, and her deck was regarded as equivalent to the soil of the United States. When, therefore, Admiral Berkeley authorized an attack upon her, he authorized a direct insult to the United States more outrageous than any which England had inflicted on the United States since they became a nation.

**Thoughts Suggested by the Term
Apperception.**

BY CHARLES A. MCMURRY.

Only a year or two ago the simple mention of the term apperception would cause a gentle ripple of smiles to play across an audience of teachers. In fact the same merry response would greet the use of this term to-day in many educational gatherings. But by those teachers who know its meaning the term is already accepted, its value appreciated, and the spirit of controversy centers now around other ideas such as concentration, child study, culture epochs, etc. There are probably thousands of teachers who are not yet familiar with the word

apperception, but its message will be delivered to them in due time.

It is very natural for those long accustomed to use other words or phrases of like import to resent the introduction of a new term in psychology or pedagogy. Many thoughtful teachers see nothing more in this word than in the old familiar maxim *Proceed from the known to the unknown*. And it certainly includes this idea. Yet it has an intense meaning and probably a wider one than that old phrase. It vitalizes the notion *from known to unknown* by showing the energies resident in our accumulated knowledge and experience when properly gathered up and focused upon any new thought problem. The question is how to economize mental effort, how to make quicker and firmer conquests in new fields of knowledge by organizing the interpretive force of familiar ideas and bring them to bear upon the new lesson. From the standpoint of apperception our acquired knowledge is not a static accumulation of ideas but old ideas in motion toward new goals. Old ideas are constantly flowing on modifying and interpreting new experiences. So constant and inmanent is this apperceiving energy of old ideas, that it is present in all our unpremeditated thought as well as in voluntary mental efforts. Apperception is a deep undertone in all our thinking. The question is how far this natural energy of apperception may be increased by the forethought and skill of the teacher as he guides the minds of children along the paths of acquisition.

It may be that the psychologist can get along without this term,

using other terms in its stead, but in pedagogy it stands for a new impulse, and a new insight into educative processes.

The great strength and scope of this doctrine of apperception (as compared with the old idea *from known to unknown*) is best seen in the aggressive encroachments it is making upon the old notion of *formal mental discipline*. The theory at the bottom of this long cherished notion of mental discipline is that the power gained through the discipline of certain studies remains even though the knowledge be totally lost. Power to achieve, to overcome difficulties in the problems of life—does it depend upon knowledge accumulated and retained or upon severe mental discipline once endured? Our course of study and our methods of teaching have been based heretofore (mainly) upon the idea of formal mental discipline. Apperception lays great stress upon the accumulation of the best ideas, upon their organization and constant use. It recognizes the positive power and influence of any person in a given field who has mastered and organized its materials so that he can bring them to bear on a given point when needed.

Apperception therefore not only has a word to say about the method of teaching or learning any subject, but about the selection of the best studies of the school course, and about the proper relation and interdependence of these studies.

Apperception covers the whole field of child experience, not simply the intellectual but the feeling and willing also. It has been the custom in discussing instruction to think only of the intellect and will and their exercise. But the feel-

ings also are subject to this law of apperception. To appreciate the feelings of others and to sympathize with them we recall our own feelings under similar conditions. In the same way our previous acts of will come in to re-enforce our efforts in present emergencies. It is not intended to imply that knowing, feeling, and willing are distinct modes of mental action, but one or the other may characterize a mental state. The broad scope of apperception is also manifest in the stress in school. Knowledge or experience laid upon knowledge not gained from whatever source is significant according to its interpretive power. In fact knowledge picked up by children in the stirring and often impressive scenes of home and neighborhood exercises much greater influence upon the mind—development of children than the ideas gained in the school.

It is only too manifest that this close dependence upon the children's own experience and accumulated ideas and feelings compels the teacher at every step to work from the standpoint of the child, and not of the child in general but of the particular personality and bundle of experiences with which he is dealing. When applied to the work of instruction and of discipline the principle of apperception tends powerfully toward a sympathetic, kindly, appreciative treatment of children and to a watchful regard for their individual traits and peculiarities.

It points therefore unerringly to the pedagogical side of child study. In the midst of his school work and worry the teacher should be habitually and by second nature, if not by first, a close and sympathetic observer of child nature.

THE OHIO EDUCATIONAL MONTHLY.

PUBLISHED AT
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O. T. CORSON, EDITOR.

MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

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Educational Press Association of America.

PAPER.	POSTOFFICE.
American Teacher.....	Boston, Mass.
American School Board Journal.....	.....
.....	Milwaukee, Wis.
Colorado School Journal.....	Denver, Colo.
Educational Review.....	New York, N. Y.
Education.....	Boston, Mass.
Iowa Normal Monthly.....	Dubuque, Iowa.
Michigan Moderator.....	Lausang, Mich.
New England Journal of Education.....	.....
.....	Boston, Mass.

PAPER.

POSTOFFICE.

Northwestern Journal of Education ...	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Primary Education.....	Boston, Mass.
Popular Educator.....	Boston, Mass.
Public School Journal.....	Bloomington, Ill.
Pennsylvania School Journal.....	Lancaster, Pa.
Primary School.....	New York, N. Y.
School Review.....	Hamilton, N. Y.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
Texas School Journal.....	Dallas, Texas.
Teachers' Institute.....	New York, N. Y.
Western School Journal.....	Topeka, Kansas.

— It is now *Dr. E. O. Vaile* of Oak Park, Chicago, Ill. In the *Week's Current* of February 10 he explains how it happened. He sent out some innocent little duns to delinquent subscribers on bill-heads at the top of which were the words, "To E. O. Vaile, Dr.," and replies are now coming in addressed to "*Dr. E. O. Vaile.*" Strange as it may seem he is not satisfied with his title even at this greatly reduced rate, but still insists that he wants his money in payment of subscription.

In all seriousness, however, we can sympathize with Bro. Vaile in his difficulties. It does seem that it is impossible not to be misunderstood in every attempt made to place the management of a paper on a fair, business basis. In accordance with a notice published in the MONTHLY some time since each subscriber is notified of the time of the expiration of his subscription and requested in as courteous terms as possible to state in reply whether a renewal is desired or not. In many

instances no attention is paid to the notice, the name is taken from the books, and the subscriber either feels that he has been mistreated, or perhaps, after two or three months have passed, sends in a renewal and orders the back numbers. Personal interest, if no better motive, makes the editor extremely anxious to use all his subscribers courteously, but the principle that "business is business" must underlie the management of any business if it is to be successful, and we earnestly request that all subscribers, who have been receiving the MONTHLY for three months or more and have not paid their subscriptions, remit to us at once, and that all to whom notices of expiration of subscription are sent, notify us at once whether they wish to renew or not. When bills reach persons who have not paid, they will please remember that *Dr. means Debtor, not Doctor.*

—It is now definitely settled that the next meeting of the N. E. A. will be held at Buffalo. The National Council will be held July 3-7; the General Association, July 7-11. The railroad rates for this section of the country will be the same as heretofore—one fare for the round trip, plus the membership fee of \$2.00, with extension of tickets to Sept. 1.

—The executive committee of the State Association are completing their arrangements for the next meeting as rapidly as possible. It is still the intention to hold it at

Chautauqua, providing satisfactory rates can be made with railroads, hotels, etc.

—Some of the Ohio superintendents who attended the "Cake Walk" at Jacksonville made a very careful study of the phsycological basis on which it was conducted, with a view to introducing something of the kind into their schools, thereby correlating cooking and physical culture. It might be well to appoint a committee of at least fifty to investigate this important educational feature and report at some future meeting.

O. T. R. C.

With this month the last of the series of seven articles by Dr. Gordy and Professor McMurry having a direct bearing upon their books adopted for the year, appears. It is believed that these articles have been of great benefit to all persons interested in the work of the circle and our readers will be glad to know that each of these gentlemen will still contribute an occasional article for the MONTHLY. As stated in the last issue, we will continue to be favored by Dr. Burns.

The outlook for the circle is excellent, and on the second Saturday of May, the Board of Control meets in Columbus to transact the business of the year, including the adoption of a course for 1896-7. All the members of this Board will gladly receive suggestions at any time from

the teachers and others interested, looking to an improvement of the course or the management of the circle. The only object in view is the good of the schools through the improvement of the teachers and to all who have responded so cheerfully with their help and influence, the thanks of the Board are hereby extended.

The Ohio Circle is not only a power for good within the state, but also has an influence upon the work in other states. Very frequently the secretary is called upon to explain its plans to others who are thinking of adopting a similar course of study. A short time ago the editor of *Intelligence* referred to the Ohio Circle in the following complimentary way:

We notice in a local school journal that the Ohio Teachers' Reading Circle has a surplus of \$1,400 in its treasury. The Ohio Circle was the first one organized, we believe, and has never been made an annex to any publishing house, as every other Circle in the country is, if our information is correct. Ohio teachers pay for their books and also an annual membership fee of 25 cents. Their Board of Control fixes their course of reading without any manipulation on the part of book agents. These are points worth considering by other Reading Circle Boards.

The county secretaries have been requested not to send in fees collected by them until the close of the year, if they could be conveniently kept until that time, and as a result

only a few comparatively small amounts have been received since the last report. Notices have just been sent, however, to all secretaries asking them to report at any time and under no circumstances *later than April 25. All reports received after that date will be returned, and will have to be sent in next year as delinquent.* The work has grown to such an extent that it is absolutely necessary that such a rule be adopted and followed strictly. To enable the county secretaries to make their reports promptly, all secretaries of local circles should respond at once to requests made of them to send in their reports. *These reports from local circles must be sent to the county secretary, and not to the state secretary.* If there should be no county secretary, the report may then be sent to the state secretary in accordance with instructions found in the Institute Circular for 1895.

Since the last report the following amounts have been received:

1. DELINQUENT FEES FOR 1894-5.

H. T. Main, Delaware county . . .	\$1 00
C. L. Dickey, Franklin county . . .	2 75
J. J. Dodds, Fulton county . . .	3 00
W. H. Gregg, Guernsey county . .	1 00
E. E. Bercaw, Ashland county . .	25
	<hr/>
	\$8 00

2. FEES FOR 1895-6.

Zoe N. Pinkerton, Auglaize county	\$5 00
E. M. Van Cleve, Belmont county	5 00
O. C. Larason, Licking county . .	10 00
Helen E. Veail, Ross County . . .	2 25
T. L. McKean, Wyandot county . .	5 40
	<hr/>

Total \$27 65

SCHOOL LEGISLATION.

The bill introduced by Mr. Means of Jefferson county to repeal the Workman law and re-enact the old law has passed the House, but has not yet been voted on in the Senate. The vote in the House was close and was the result of activity on the part of the opposition, and lack of activity on the part of the friends of the law. All the weak points as shown in the failure to enforce the law in the proper spirit were made prominent, while the strong points, always plainly seen in its proper enforcement, were seldom brought out. Many, many times have the friends of this law been urged to take a more active part in its behalf, but in some instances without any response. Letters are now coming from several places asking what can be done to save the law. Had this interest been shown a month ago, the result in the House would have been different. There is still hope, however, that the Senate may take a proper view of the situation and defeat the Means bill, but the friends of the law in the township districts must come to the rescue, and make their wishes known at once, or the good work of the past four years may all be undone.

One of the sentiments frequently expressed at the Jacksonville meeting was the hope that Ohio would take no backward steps in her recent school legislation. All through the south, the county is the unit; in nearly all the northern states, the

township is the unit, and in the few having the sub-district system, the change to the township system is being made. In no state is there such a combination of the two as the repeal of the Workman Law and the return to the old system will bring about. We can not think that the Senate will pass the Means Bill, but unless active work is done, such a result may come.

The bill amending section 4074, which names the branches in which teachers must be examined, so as to read "the history of the United States," *including civil government* has passed the House.

Several other bills of more or less importance have been introduced, but lack of space will not permit even the naming of them here. Special reference, however, is made to House Bill No. 321, by Mr. Bell of Madison county, which provides for an increase of the salary of the school commissioner from \$2,000 to \$3,000. Every one knows that this bill ought to pass without opposition. Yet it will have opposition and unless the teachers in the state take an active part in its interests it will be defeated. There is no reason why the head of the department of education should not be paid as large a salary as the heads of other state departments, and if the attention of the members of the General Assembly is called to the matter in the proper manner the increase will be made, but if nothing is done except by a very few, as

is so often the case, we cannot censure the representatives and senators if they do not support the measure. If teachers as a class would use their influence as it is right and proper that they should use it, not only would this bill become a law, but all measures looking to the improvement of the schools would receive hearty support, and, on the other hand, bills not having a tendency to advancement would always meet the defeat they deserve.

Great credit is due those persons in different sections of the state who are always at the front urging the best things, but the indifference of others who ought to be active, and who would be influential, if they were active, is, to say the least, discouraging.

N. E. O. T. A.

[REPORTED BY LEE R. KNIGHT.]

The Northeastern Ohio Teachers' Association held its annual business meeting in Cleveland, Feb. 8. Superintendent F. D. Ward of Lorain presided. The attendance was good, Akron alone being represented by seventy-five teachers.

A brief statement of the business career of the late Charles B. Ruggles was made, and resolutions were adopted and appropriate remarks were made in memory of him who was for many years a highly respected member of the association.

Mrs. Eva Ward Belles read a fine paper on "Christian Culture in the Schools," in which she concisely outlined the ancient Greek civilization in its relation to state education for the state; gave the "unspeakable Turk" just attention; made an eloquent plea for more of the true Christ spirit in our work, and made a clear statement as to how teachers may become possessed of this spirit. Said the speaker, "You will not find a boy so bad in whom you cannot find some good, if you will but look at him through the magnifying glass of pity and love."

This excellent paper was vigorously discussed by several speakers.

Dr. Dayton C. Miller of the Case School of Applied Science discussed "The Laboratory Method of Science Teaching." The speaker limited his subject to physics; was of the opinion that the lecture, text-book and laboratory methods should be combined,—not over one-third of the time to be given to the laboratory exercises, each laboratory period not to be less than two hours long and always to follow text-book lessons; urged that the entire subject be covered in the High School, with no thought of completeness of treatment; insisted that the metric system and the centigrade scale be used exclusively; stated that fifteen students per instructor should be the maximum number in the laboratory class; and urged the great importance of careful note-taking.

Supt. L. H. Jones presented the report of the Committee on History and Civics. This committee, which was appointed one year ago to prepare an outline of work for the public schools, and which consisted of Supt. L. H. Jones, Cleveland; Supt. H. M. Parker, Elyria; Prof. H. E. Bourne, Adelbert College, Cleveland, was continued with instructions to prepare the report for publication and have it printed. It will probably be ready sometime in May.

Supervisor H. C. Muckly, Cleveland; Dr. Dayton C. Miller, Cleveland; and Mrs. Eva Ward Belles, Cleveland, were appointed to prepare a similar outline for science.

The following officers were elected:

President, Mrs. M. M. Bill, Cleveland.

Vice President, F. P. Shumaker, Chagrin Falls.

Secretary, Wells L. Griswold, Collinwood.

Treasurer, Howard H. Foote, Chardon.

Executive Committee, George W. Ready, Painesville; R. H. Kinison, Wellington; Lee R. Knight, Akron.

The next meeting will be held in Warren sometime in May.

THE JACKSONVILLE MEETING.

In accordance with the terms of adjournment announced by Supt. L. H. Jones, President of the De-

partment of Superintendence, as he assumed the duties of the office at Cleveland a year ago, the meeting for 1896 convened in the "Land of Flowers," February 18. After the usual opening exercises, addresses of welcome, and the responses, the regular program as published was taken up.

The first paper was read by Supt. C. A. Babcock of Oil City, Pa., on What is the True Function or Essence of Supervision? He held that the two main factors were the end to be reached, and the means to be used in reaching it; that the utilitarian view of education was narrow and really impracticable, while true culture and character were both broad, and possible of attainment; the former made work greater than man, the latter, man greater than his work; that in considering the means necessary to reach the end, the correct understanding of child life was of primary importance; that courses of study should be given very careful consideration in order to avoid extremes; the old based principally upon the "Three R's" was certainly narrow, while some of the new had broadened into a swamp; that the real essence of supervision consisted in so organizing instruction that the efforts of teacher and pupil may be brought into perfect harmony in the development of the highest culture.

In opening the discussion, Supt. F. Treudley of Youngstown, O., dwelt especially upon the necessity

of high ideals on the part of the superintendent, and made the realization of these ideals in practical life the real essence of supervision.

Supt. J. H. Phillips of Birmingham, Ala., followed, speaking less of what he considered the spiritual side of education, and more of the practical as found in correct ideals of organization, influence with boards of education, etc. He considered the essence of supervision to be intelligent, sympathetic, conservative leadership.

What is the Best Use that Can be Made of the Grade Meeting? was the subject of a paper by Assistant Supt. Edward C. Delano of Chicago. In introducing the subject he referred to the fact that so many teachers have not had any opportunity for professional training and that in all our graded schools there is a growing tendency on the part of teachers of any grade to look upon their work as not connected in any manner with the work of the school in general; that this training must be furnished, and this wrong tendency must be corrected in the grade meeting; that the only way of improving the schools was by improving the teachers; that the leader of the meeting, whether the superintendent, principal, or some one appointed to take charge, should strive to bring all minds into unison with his ideas and purposes, should not aim too high, and should excite, not extinguish hope.

Supt. H. E. Kratz of Sioux City,

Iowa, followed in discussion and referred to the extremes of uniformity and individualism in school work; classified teachers into imitative, irrational, and thoughtful as indicating three stages in their evolution, and expressed the belief that object lessons growing out of the experience of the most successful teachers were the most valuable feature of the grade meeting.

At the afternoon session the first two hours were devoted to the discussion of How Shall the Best Schools be Brought to the People in the Rural Districts? The principal paper was read by Professor B. A. Hinsdale of Ann Arbor, Mich., and was a discussion of Some Social Factors in Rural Education in the United States. A special plea was made for the centralization of the schools of a township at some central point after the manner now being introduced into some localities on the Western Reserve as described in Supt. Treat's article in the January Monthly. This was followed by a paper by Supt. L. B. Evans of Augusta, Ga., in which he outlined the county system in operation in his county. The discussion then became general and to the disappointment of many present drifted into a presentation of the merits of the county system as it exists in many of the southern states, instead of a consideration of the real question as presented in the original paper.

Two addresses were delivered at

the evening session. The first was by J. G. Schurman, President Cornell University, on *The Vocation of the Teacher*. His text was the statement made by Thomas Arnold in writing concerning the employment of an assistant master: "What I want is a Christian and a gentleman, an active man, one who has common sense, and one who knows boys." He dwelt at considerable length on the importance of the teacher's work and closed with a strong plea for better education and training for teachers.

The second address was delivered by Edwin A. Alderman, Chair of Pedagogy, University of North Carolina, his subject being *The University and the State in the South*. He very eloquently described the social conditions existing in the south at the present time, and made a convincing argument for higher education.

Wednesday was *the* day of the convention, the whole time being taken up with the consideration of co-ordination, correlation, concentration, unification and kindred topics. The Necessity for Five Co-ordinate Groups in Course of Study was discussed by W. T. Harris, United States Commissioner of Education, in his usual masterful manner. The subject itself is the key to his argument, and all who have heard him will readily admit that it is impossible to give an abstract of one of his addresses. Every word he uttered was so full

of meaning that to attempt even to outline his argument must result in failure. He was followed in discussion by Herman T. Lukens, Clark University, Mass., who believed that Dr. Harris placed too much emphasis upon the external or objective side of a course of study, and too little upon the subjective. To these objections Dr. Harris responded in a manner which called up in the memory of many present the noted debates at Richmond and Cleveland, although he tempered his remarks with more of mercy than on these occasions.

Supt. C. B. Gilbert of St. Paul, Minn., then read a paper on *What Correlations of Studies seem Advisable in the Present State of Advancement in Teaching?* The key note to this address was found in the sentiment that true correlation must be subjective in the mind of the teacher, and as a result the first and greatest duty is the training of better teachers. The paper described very accurately the extremes of no correlation as found in courses of study that pay no attention whatever to the principle, and those that make the correlation depend upon relations so artificial that the results are not superior to those gained by the old methods.

The next paper on *Concentration of Studies as a Means of Developing Character* was read by Charles De Garmo, President of Swarthmore College, Pa., and the chief point urged was the necessity of

concentrating the moral forces of a community in meeting and solving the many difficult problems of the age in which we live, especially in cities.

The first paper of the afternoon session was read by Dr. E. E. White of Columbus, O., on Isolation and Unification as Bases of Courses of Study, and it is the general opinion of those present that it was the best address of the entire meeting. After listening to some of the exceedingly abstract, and so-called philosophical discussions, it was a great pleasure to have Dr. White clear away the mists and fogs and give to the meeting a plain, but logical treatment of this important question. One deeply interested hearer remarked to the writer that whether all could agree with all that was said or not, there was one thing absolutely certain—when Dr. White expressed an opinion, both himself and his audience knew what he was talking about. There was a general agreement, however, that the paper did settle the most important points which it discussed, and the statement that much of the discussion on concentration, co-ordination, correlation, etc., arises from a different understanding of the terms used, was readily assented to by all.

The degrees of isolation and unification were presented on a chart and are as follows:

Isolation—First degree: Complete—All branches taught separately throughout the course.

Second degree: General isolation with incidental blendings, especially in primary instruction, including the language arts.

Third degree: Co-ordinate branches for development and drill, with rational blendings of allied subjects when relations are close and helpful; especially in elementary instruction.

Unification—First degree: Complete—All branches united in one organic whole with a central core.

Second degree: Groups—All branches united in two or three co-ordinate groups, each with a central core. Incidental isolation of branches for special development and drill.

Third degree: Allied subjects at points of close relation, especially in elementary instruction with isolation of all co-ordinate branches for special development and drill.

The first degree of each was passed as being unworthy of much consideration; the second degree of isolation was considered as representing more nearly the practice of the modern school; the third degree of isolation and the third degree of unification are practically the same, differing only in the fact that in one the emphasis is placed on isolation while in the other it is placed on unification. Neither proposes to subject one branch to the principle of development belonging to another, but each branch is to receive separate treatment. A true course of study not only prop-

erly correlates the five co-ordinate groups of studies, but it cuts off a section of each in every round of ascent.

The next on the program was W. N. Hailmann, superintendent of Indian schools, who read a paper on Vital Relations of Studies in Human Learning, in the discussion of which by J. M. Guilliams, principal of Normal School, Jasper, Fla., the meeting was treated to such an arraignment of the "New Education" as it had never heard before and probably will never hear again. However much those present disagreed with the sentiments expressed, the half hour's fun was greatly enjoyed. From the kindergarten down—or up, as the case may be, nothing escaped. The speaker declared in opening that as parental influence decreases so will God's influence diminish; God has little control over a child except through its mother; as one of the Roman authors traces the date of the downfall of that republic to the time when Roman mothers transferred the care of their children to slaves, so some future historian may trace the downfall of our republic to the kindergarten era—the era when tender innocence was taken from its natural teacher, its mother, and put in care of, if not slaves, at least foolish fanatics.

Crowded curriculums, "environments," "correlations," etc., came in for their share of the general bombardment, and the poor boy

struggling through it all was pictured as being dragged from Dan to Beersheba, as if holding on to the tail-board of a wagon drawn by a runaway team, and having no chance either to touch *terra firma*, or view the scenery through which he was passing.

In discussing Courses of Pedagogical Study as Related to Professional Improvement in a Corps of City Teachers, W. S. Sutton, superintendent of schools, Houston, Tex., divided such a corps into three classes—the informed, uninformed, and misinformed—every one of which needs professional improvement. He then proceeded to outline a course of instruction, insisting that some such course should be persistently studied throughout each year, care being taken not to undertake too much.

At the evening session an address on Some Educational Questions Pertaining to the New South was delivered by J. L. M. Curry, agent Peabody fund. In this address the special difficulties under which the south labors in carrying out a system of public education were plainly described and such sentiments as the following were vigorously applauded: "I stand here to assert that every human being made in the image of God, with conscience, will, reflective power, and responsibility to his Creator—every human being, black or white or red, is entitled to the highest development of his in-

telleet, and it is blasphemy to deny him this right."

The forenoon session of Thursday was devoted to the consideration of Ideals in Education. The first paper was presented by Miss N. Cropsy, assistant superintendent of schools, Indianapolis, Ind., on What Should the Elementary School Accomplish for the Child? Special attention was given to the very great importance of reading in its broadest sense, and a strong plea for industrial training was made. It is not of so much importance what the child knows, as what he reverences, loves, and can do.

The second paper, under the general topic, on What Should the High School do for the Graduate of the Elementary School? was read by Supt. Louis Soldan, St. Louis. The points made were that the course of study in the high school should be largely prescribed and not elective; that the demands of life, special proficiency in leading studies, and mental development should be kept in view in preparing such courses; that less importance should be attached to artificial interest produced by the personality of the teacher, and more to intrinsic interest as found in the importance of the study itself; that the high school should be not simply a preparation for life, but a part of life itself.

The discussion was by Joseph Swain, Indiana University, and

dwelt especially upon the necessity of a more thorough understanding of the pupils to be taught, and a more systematic study of correct methods of teaching.

James H. Baker, president of the University of Colorado, then read a paper on What Should the College and University do for the Graduate of the High School? Well trained minds, good habits, and sound character were enumerated as the most important results of correct training. The lack of uniformity in requirements for admission into colleges was referred to, and an appeal was made for a higher standard for entrance into all classes of professional schools.

At this point a resolution in memory of the life and services of Dr. Norman A. Calkins was introduced, and a most beautiful and fitting tribute to his character and work was paid by Dr. E. E. White, who had been closely associated with him for the past thirty years, and who spoke feelingly and eloquently of his noble influence.

The afternoon of Thursday was devoted entirely to round table meetings of state, county and city superintendents; the National Herbart Society, and the Spelling Problem, and in the evening addresses were delivered by James L. Hughes, inspector of schools, Toronto, Ont., on The Influence of the Kindergarten Spirit on Higher Education, and by Supt. A. S. Whitney, East

Saginaw, Mich., on Some Practical Results in Child Study.

The "Cake Walk" on Tuesday night following the regular session was not down on the regular program, and was not under the management of President Jones. It was, nevertheless, largely attended and all the "environments" carefully studied, Ohio being well represented.

Speaking in a general way the entire meeting was a success, and great credit is due President Jones for the excellent management shown in so many ways. There is a feeling, however, on the part of a great majority of those present that the program was too long and contained too many subjects for discussion, and it is most earnestly urged that in the future this mistake shall be corrected. It was also evident to every one that, as usual, those who had prepared papers and knew what they were trying to say, came within the limit of the time assigned to them, while those who had a very imperfect idea of the subjects they were pretending to discuss, had to have the time extended greatly to the dissatisfaction of the audience, and to the depreciation of any good points their papers may have contained. It is hoped that the time may soon come when all persons who are placed upon programs, and informed of the exact length of time to be occupied in the discussion of the subject assigned, shall understand that under

no circumstances will any extension be granted. It may be courteous to a speaker to permit him to take all the time he pleases regardless of the instructions given him, but the people who are in the audience have some rights, and should also be treated with some courtesy. Give us fewer subjects to be discussed, papers prepared in exact accordance with definite instructions, and then more time can be given to a full and free discussion.

PLACE OF NEXT MEETING.

Invitations for the next meeting were extended by Chattanooga, Detroit and Indianapolis. On the first ballot Indianapolis was chosen, and the meeting will be held there providing satisfactory railroad and hotel rates can be secured.

OFFICERS.

President, Supt. C. B. Gilbert, St. Paul, Minn.

First Vice President, Supt. A. B. Blodgett, Syracuse, N. Y.

Second Vice President, Supt. W. S. Sutton, Houston, Tex.

Secretary, Supt. L. B. Evans, Augusta, Ga.

OHIO'S REPRESENTATIVES.

The delegation was composed, so far as could be ascertained, of the following persons:

Superintendents L. H. Jones, Cleveland; J. A. Shawan, Columbus; F. Treudley, Youngstown; C. C. Miller, Lima; W. T. Bushman,

by the board of examiners of Ashtabula county is certainly worthy of consideration and imitation by other boards:

FIELD NOTES.

To the end that the Board of School Examiners may come more in touch with the township schools of this county, that a more general interest may be awakened, and some suggestions made looking toward the better organization of our township schools, it has been arranged to hold in connection with the spring examinations, three meetings as follows, to which the public is earnestly invited:

GENEVA, FRIDAY EVENING, MARCH 6.
PROGRAM.

"The District School of the Present"
 Winchester Fitch
"The District School of the Future"
 J. S. Lowe
"Course of Study for a Country School." C. E. Carey
 Discussion on various subjects opened
 by Prof. I. P. Treat.

ANDOVER, FRIDAY EVENING, MARCH 13.
PROGRAM.

**"The Organization of Township
Schools"..... J. S. Lowe**

**"The Teacher and the School"....
..... Winchester Fitch**

**"The Relation of the District School
to the High School".... C. E. Carey**

**Discussion on the various subjects
opened by Prof. Clarke.**

**NEW LYME, FRIDAY EVENING, APRIL 17.
PROGRAM.**

"The Qualifications and Duties of a Teacher"..... C. E. Carey
"The Responsibilities of the Township Board of Education"
..... Winchester Fitch
"The Improvement of the District School"... .. J. S. Lowe
Discussion on the various subjects
opened by Prof. J. Tuckerman.

—At the third bi-monthly meeting of the teachers of Champaign county, the forenoon session was devoted to a general discussion of different topics. In the afternoon "A Lesson in Literature" was given by Miss Hardy Jackson, and a lecture on "The Armenian Question from a Religious Standpoint," was delivered by Rev. S. S. Yenovkian.

—The Franklin County Teachers' Association met February 15. The address of the meeting was delivered by Miss Margaret W. Sutherland on "How to Teach Grammar," and a general discussion followed.

—It was the editor's privilege to be present at the tri-county meeting of Ashland, Medina and Wayne on January 31 and February 1. This meeting was like all of its predecessors—full of enthusiasm, and a profitable time was had by all present.

On February 8, in company with thirty-five or forty of the teachers of Ironton and vicinity we rode "in the band wagon at the head of the procession" for fourteen miles to Burlington where the Lawrence county teachers held an enthusiastic meeting. At this meeting many interesting topics were discussed in such a manner as to indicate a very progressive spirit among the teachers.

—The Highland County Teachers' Association, held at Greenfield February 8, presented a very inter-

esting program, of which the reading circle work was a prominent feature. At the afternoon session Supt. J. A. Long of Chillicothe delivered an address.

—The teachers of Williams county held their mid-winter institute at Montpelier, February 7 and 8, with Superintendents H. D. Grindle, E. N. Lloyd, J. H. Diebel and N. E. Hutchinson, and Professors J. E. Dodds and G. P. Coler for instructors.

—The Franklin public schools gave a very interesting entertainment, Friday evening, February 21, the proceeds going to the school library fund.

—We are under obligations to Henry G. Williams for the Manual of the Public Schools of Lynchburg, and Allen Carnes for the Course of Study for the Sub-district Schools of Canton Township, Stark county.

—The next regular meeting of the Western Drawing Teachers' Association will be held at Indianapolis, April 30, and May 1 and 2.

—We are under obligations to Mrs. C. N. Lathrop, principal of the Cincinnati Normal School, for a program of the commencement exercises held at the Odeon, Wednesday evening, February 26.

—The Wood County Teachers' Quarterly Institute was held in the auditorium of the new school building at Perrysburg.

The meeting was one of the most enthusiastic ever held in the county. The examiners are directly connected with this work and are always present, thus encouraging all in the work.

The following program was carried out in full:

Welcome address, Supt. Ward; response, L. D. Hill; How to Make Grammar Interesting, F. E. Calkins; Class Work in Primary Reading, Lucy Kemp; The New in Education, Supt. W. D. Pepple; Professional Training for Teachers, E. E. Dancer; Class Drill in Language, Nellie Slawson; Mental and Written Arithmetic, B. O. Bistline; Studious Habits and How to Induce them in the Country Schools, Rose Lashway; Natural Science in the Public Schools, J. Allen Feik.

—Supt. T. B. Weaver is serving his fourth year at Prospect, and is very much gratified at the action of his board in adding music to the course of study.

—Supt. W. E. Lumley of Pulaski, Tenn., writes that he wants his subscription to the MONTHLY marked permanent. He is also in love with the south and his work there. The Pulaski schools enroll 900 pupils and have a corps of 18 teachers. Supt. Lumley is a "Buckeye Boy," his former home being in Portage county.

—The Eighteenth Annual Public of the Marysville High School was held in the school hall Friday even-

ing, February 21. The exercises consisted of essays, orations, debates, music, etc.

BOOKS AND MAGAZINES.

Ginn & Co., Boston, Mass.:

Inductive Logic by W. G. Ballantine, President of Oberlin College. The author states in his preface that the book originated in the class-room, and that its ambition is to reproduce some of the excellences of Dr. Fowler's *Elements of Inductive Logic*, and at the same time substitute a sounder analysis of fundamental principles.

Trigonometry for Schools and Colleges by Frederick Anderegg, A. M., professor of mathematics, and Edward Drake Roe, Jr., assistant professor of mathematics in Oberlin College.

Elements of Botany by J. Y. Bergen, A. M., Instructor in Biology, English High School, Boston.

D. C. Heath & Co., Boston, Mass.:

The Heart of Oak Books edited by Charles Eliot Norton. Six volumes carefully graded and containing literature of a high order.

Houghton, Mifflin & Co., Boston, Mass.:

Tales From Shakespeare with Introductory Sketch and Portrait.

Riverside Literature Series, Number 87 (Quadruple Number)—*Daniel DeFoe's Robinson Crusoe*—Price 60 cents.

A History of the United States by John Fiske, LL. D. One of the chief aims of this book is the furtherance of such methods of study and instruction as are indicated in the work on "Civil Government" by the same author.

Laboratory Manual of Chemistry by J. B. Gregg, A. B., teacher of chemistry, physics, and geology in the Ohio Normal University, Ada, O. This book is a brief course of laboratory work in chemistry, designed to encourage original investigation, and to awaken a true scientific spirit.

The leading article in the March number of the *Forum* will be by Th. Bentzon (Madame Blanc), the eminent French novelist, on "Family Life in America." President Thwing writes on "The Best Thing College Does for a Man."

University Publishing Company, New York City:

Standard Literature Series—*The Spy* by J. Fenimore Cooper, and *The Pilot* by the same author, condensed for use with introductory and explanatory notes.

Werner School Book Co., Chicago, Ill.:

Studies in Education by B. A. Hinsdale of the University of Michigan. This work includes essays and addresses delivered by Dr. Hinsdale. Price \$1.00.

First German Book, Inductive Method, by M. J. Martin, A. M. Price 30 cents.

The Arena for March continues its articles on "The Bond and the Dollar" by John Clark Ridpath LL. D., and "The Telegraph Monopoly" by Prof. Frank Parsons. "The Educational Crisis in Chicago" by Marion Foster Washburne is of special interest to teachers.

The March number of Harper's Magazine gives part IV of "Briseis" by William Black; a fine article on Colonel Washington by Woodrow Wilson; Part IX of "The German struggle for Liberty" by Poultney Bigelow, and other interesting articles.

St. Nicholas for March contains nearly a hundred pages of most interesting material.

John E. Potter & Co., Philadelphia, Boston and Chicago:

Concrete Geometry by the Inductive Method by J. R. Bevis, Supt. Public Schools, Naperville, Ill. The book contains numerous examples for use in common and grammar schools.

"Sir George Tressady," "The Life of Napoleon," and "Plenty of Gold in the World" are the leading articles in the *Century* for March.

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ISOLATION AND UNIFICATION AS BASES OF COURSES OF STUDY.

[A Paper read before the National Department of Superintendence (N. E. A.) at
Jacksonville, Florida, February 19, 1896.]

BY EMERSON E. WHITE, LL.D., COLUMBUS, OHIO.

An important condition in the development of any science is the use of clearly defined terms to denote its facts and principles. This is strikingly illustrated in the development of the natural and physical sciences. The terminology of chemistry, physics, and biology has made these sciences possible. It is difficult to see how they could be presented in language without the use of definite technical terms, not only to denote phenomena, but principles and laws. Most of the terms in the present science of electricity lie outside of the vocabulary of the general scholar, and are known only to specialists in the science. The same is true, to a greater or less degree, of all the modern trades,

professions, and arts. Each has a large glossary of technical terms peculiar to itself, each term having a definite meaning.

It is one of the recognized infelicities of the science of psychology, that so many of its terms are in general literature, where they are used with varying and often diverse significations. Indeed, one of the first conditions of the intelligent reading of a work on psychology is the determining of the definite meaning of the terms used by the author — not always an easy task. No psychologist who uses important terms in different senses, or with the meaning obscure, can be a successful author. This is especially true in that branch of psychology

known as moral science or ethics. Much of the inconclusive and fruitless discussion which besets the student of ethics, is due to the fact that the disputants use terms in different senses. A common source of disagreement is the use of words by one party with a larger or smaller content than the other, and this is true even when these contents contain a considerable common element.

We thus approach one of the serious obstacles in the development of a science of pedagogy. Its terminology presents a most striking contrast to that of the physical sciences. Many of its terms are borrowed from psychology and ethics, not a few from philosophy, and these from authors who use the same terms in different senses. Indeed, the science of pedagogy has a very small vocabulary of technical terms which are used by all writers with the same meaning. This fact is the source of wide confusion in thought and much fruitless discussion. It must be evident to every careful observer that the movement in recent pedagogical inquiry is the reverse of the movement in other modern sciences. Instead of careful differentiation, and the use of special terms to denote things that differ, there is in pedagogy much ambitious generalization, and the use of terms that express indefinite and vague entities, so-called—terms that have been appropriately called “blanket words,” since they so read-

ily cover a group of diverse ideas. I frankly confess that I read articles and listen to addresses on pedagogy that baffle my understanding, not, as I flatter myself, because they are too deep for me, but because of their vagueness and obscurity. Much of the present conflict of opinion in pedagogy is largely due to the fact, that those who differ do not understand each other, and it is doubtful if each one always understands himself.

We have an instructive example of this difficulty in the discussion of the past year over the place and value of “correlation,” “coordination,” and “concentration” in school instruction. The discussion has been a Babel confusion of ideas, if not of tongues, and well-meant attempts to settle the pedagogical meaning of these terms have only added to the confusion. After all that has been said, several writers for the educational journals are using the incongruous terms coordination and concentration as synonymous. One of the surprises of the profession was the expressed expectation that a recent report on the “Correlation of Studies” would be devoted to a discussion of the theory of concentration!

The desire to be understood in the present paper has led me to avoid as far as possible these badly “mixed-up” terms, and to use, instead, terms that are more definite and fundamental. For this purpose, I have selected the terms “iso-

lation" and "unification" as denoting opposite processes and results.

The term isolation, as used in this paper, denotes the separation of a branch of study from other branches for the purposes of instruction,—the teaching of it in a separate exercise. I do not use the term in the sense of exclusion. The isolation of a branch of knowledge in instruction does not involve the exclusion of all the facts and skill that may have their origin in other branches. For example, the isolation of arithmetic as a school exercise does not mean that the data for its problems may not be taken from other branches of study. It simply means the making of instruction and drill in number the central and controlling end of the exercise, the unit of activity. The same is true of isolation as applied to the other branches of the course.

The term unification is used in a contrary sense. The unification of two or more branches of study means their union in instruction in such manner as makes them one branch, with a common sequence of facts, and taught with a common end or purpose. The term is not limited to any particular mode of uniting the several subjects. For our present purpose, it makes no difference whether they are united as coordinate elements, or whether one is made the principal or core and the others subordinated to it, as we construct complex sentences.

The term unification is, however,

exclusive of isolation. It does not include the teaching of branches in separate exercises, however skillfully these exercises are related to each other. If two branches are taught in separate exercises, each having its appropriate and special development, they are not unified in any true pedagogical sense. For the purposes of instruction, they are isolated. Nor is this fact of isolation changed if the several separate exercises all center in the pupil, and actually contribute to one teaching result. All rational instruction necessarily centers in the pupil, and, in this respect, methods do not essentially differ. The essential fact in complete unification is the unity of the subjects or branches in actual instruction—their oneness in the teaching process.

This leads to the natural division of the studies of a school course into coordinate groups or unities. Fortunately, this subject has been too ably and too exhaustively discussed in this presence to require further elucidation. The only question is, whether there are more or less than five coordinate groups of studies. Dr. Harris admits that there is a sixth coordinate group of knowledge, the one that includes religious truth (the fifth in Dr. Thomas Hill's "hierarchy of studies,"); and Dr. DeGarmo's earnest plea for the recognition of three coordinate groups, the third being called the "Economic," necessitates, if conceded, the adding of a seventh

coordinate group, a group that includes drawing, construction, book-keeping, etc., and better designated, as it seems to me, the *industrial art* group. Whether these two additional coordinate groups be or be not recognized as belonging to the school course, does not concern our present purpose. The important fact is that while these coordinate groups, whether five or seven, have certain interrelations, they have a different origin, a different law of sequence, and, as a consequence, a different development; and it follows that no one of these coordinate groups can be united with another coordinate group by making the one or the other subordinate. *Coordinate entities can not be unified on the principle of subordination.* This is a fact of prime importance in pedagogy. If the existence of coordinate groups of studies be once conceded, the Ziller theory of concentration is left in the air, since this involves subordination.

It is also plain that in discussing the question of unification, a clear distinction must be made between the unifying of allied subjects in the *same* group, and the unifying of subjects that belong in *different* coordinate groups. A failure to observe this distinction is resulting in much confusion. There is necessarily a close relation between subjects in the same natural group, and their union at different points in instruction may, as a consequence, be both

feasible and desirable. But the unifying of coordinate branches is a different matter. Take, for example, the several subjects that make up the mathematical group. Whether arithmetic, algebra, and geometry shall be taught tandem, or the elements of algebra and concrete geometry run abreast of arithmetic in the latter part of the arithmetical course, is a pedagogical question that can be best settled by experience. This is simply the proper correlation of allied subjects *within a group*; but the harnessing of mathematics to history, or to natural science, is another procedure. This is constituting a team of pedagogic animals that do not naturally travel the same road or in the same direction! The unifying of allied subjects *within* a group and the unification of separate coordinate groups are very different pedagogic problems. The distinction has a parallel in the difference of the powers of the signs $+$ and $-$ and the signs \times and \div in algebra, the former denoting relations *between* terms, and the latter the relations of numbers *within* a term. It is important to keep this distinction in mind, for it is easy to pick out facts, and even groups of facts, in allied subjects which are so closely related that they may be taught together with obvious advantage; and then cite these instances as evidence that unification is a universal principle of teaching.

It should also be kept in mind

that the unifying of closely related facts or groups of facts selected from separate branches is not the unification of the branches *as wholes*. A teacher may, for example, use the transparency of glass to illustrate the meaning of a lucid style in writing, but this would hardly be the unification of physics and rhetoric. The pedagogic purpose is not to teach the transparency of glass. The same is true when the skill acquired in one branch is used as an aid in teaching another. Thus, skill in drawing may be utilized in teaching geography, but this is not, in any true sense, the unification of drawing and geography; and, whenever it may be desirable to call such a procedure unification, care should be taken not to broaden the meaning to a unifying of the *branches of study*.

We are now prepared to ask whether either isolation or unification can be made the basis of a course of study. It may be helpful in this inquiry to note that each of these principles may have three quite distinct degrees of application, as shown in outline *on next page*.

It is here seen that isolation is considered *complete* when it applies to each branch of instruction, whether the end be knowledge or skill, and to each branch from the beginning to the end of the course. It seems unnecessary to add that this degree of isolation is not found in the American school. Spelling and reading were united more or

less closely long before I was a pupil, and the same has long been true of the elements in other allied branches. Complete isolation is neither practicable nor desirable.

The second degree of isolation more nearly represents the practice of the more modern school. The coordinate groups of studies are isolated in instruction, except in the lowest grades, and the well-defined branches in each group are taught as a rule in separate exercises. There is, however, an increasing blending of the school arts especially in primary grades, the arts of reading, spelling, writing, and language having many close relations and possible interunions. Advantage is also taken of the natural relations between allied subjects, and there is much incidental blending of these subjects in actual instruction. But in many schools unification is not intelligently sought as an end. What is done in this direction is incidental, and only the more simple associations are attempted. Isolation is the dominant principle, unification being incidental and exceptional.

The third degree of isolation will be best explained in connection with the same degree of unification.

Complete unification is the blending of all subjects and branches of study into one whole, and the teaching of the same in successive groups of lessons or sections. When this union is effected by making one group or branch of study in the

ISOLATION — THREE DEGREES.		UNIFICATION — THREE DEGREES.			
<i>First Degree.</i> COMPLETE. All Branches taught separately throughout the course.	<i>Second Degree.</i> GENERAL ISOLATION, with incidental blendings, especially in <i>Primary Instruction</i> , including the language arts.	<i>Third Degree.</i> COORDINATE BRANCHES for development and drill; with rational blendings of <i>Allied Subjects</i> when relations are close and helpful, especially in <i>Elementary Instruction</i> .	<i>Third Degree.</i> ALLIED SUBJECTS at points of close relation, especially in <i>Elementary Instruction</i> ; with isolation of all <i>Coordinate Branches</i> for special development and drill.	<i>Second Degree.</i> GROUPS. All branches united in two or three <i>Coordinate Groups</i> each with a <i>Central Core</i> ; incidental isolation of branches for special development and drill.	<i>First Degree.</i> COMPLETE. All branches united in one <i>Organic Whole</i> with a <i>Central Core</i> .

course the centre or core, and subordinating all other subjects to it, the process is properly called the concentration of studies. In such a unification of subjects the principle of sequence and development of the central or core study necessarily dominates the entire group, and the proper development of each subordinate study is sacrificed. Nor is this result avoided by making the child the centre, whatever this may mean, since this ignores the principle of development in *all* branches. Complete unification of school studies is neither practicable nor desirable.

In the second degree of unification all branches and subjects are united in two or three coordinate groups, each with a central core. It recognizes coordination as a true and fundamental principle in a course of school studies; and it allows each coordinate group to have its own principle of development, contenting itself with those natural and simple associations which are easily established between subjects in the same group. It also permits the isolation of the coordinate branches in actual instruction, and their systematic treatment. All this means much, for, if the principle of isolation applies to coordinate groups *because they are coordinate*, it necessarily applies to *all* of the coordinate groups in a course *whatever be the number of such groups*.

If the attempt to subordinate

mathematics to literature or history leads to fantastic results, as is obvious, the same will be true of an attempt to subordinate either physical or biological science to the so-called culture studies. Hence the argument for two or for three coordinate groups, each with its own sequence and development, concedes the whole ground, and we thus again reach the fact that no two coordinate branches of study can be wisely unified by making one subordinate to the other. *Coordination excludes subordination.*

A glance at the outline given above will suffice to show that the third degree of unification and the third degree of isolation are practically the same. They differ chiefly in emphasis, one putting the emphasis on unification and the other on isolation. Both agree in the unification of allied subjects and closely related facts, and both require the isolation of coordinate branches for development and drill. Neither proposes to subject one branch of study to the principle of development that belongs to another, but each branch and subject is to receive such separate treatment as its nature demands. Both agree that unification is most feasible in elementary instruction where the association of facts is often simple and easy.

It is obvious from this survey that the practical application of the principle of unification falls largely *within the details of actual instruc-*

tion. If closely related facts in different branches are to be united in instruction, it must be done by the living teacher; and hence the problem of unification belongs more to the art of instruction than to the curriculum of studies. The curriculum should, however, not only include the five coordinate groups of studies, but the sequence in each group should correspond with the psychical development and progress of the pupil. Since human knowledge is the result of human knowing, every branch of study has natural phases that correspond to the psychical phases through which pupils pass as they ascend in the course. A true course of study not only properly correlates the five coordinate groups of studies, but it cuts off a section of each in every round of its ascent. It thus adjusts, so far as this can be done in a scheme of studies, the exercises and disciplines of the school to the psychical condition and needs of the pupil. Studies are thus put in right inter-relation by being put in right relations to the pupil. The child is, in this psychological sense, the center of a true course of study.

These facts suggest the mischief that may lurk in an exaggerated view of the importance of unifying all the studies of a child. The attempt, for example, to associate every fact of nature with literature may give now and then a beautiful, even striking, lesson; but nine-tenths of the important facts of nat-

ure cannot be hitched to a poem. The attempt to establish such associations inevitably results in fantastic, and even ridiculous, combinations. Nor can I see much promise in the effort to unify all branches of instruction by *universal relations*. There may be a "causal flexus" that binds all knowledge into an organic unity, but children are not philosophic spiders that gather knowledge by excursions over a web of philosophic causation.

It is seen from the foregoing survey of the subject that the principle of unification cannot be made the basis of a rational course of instruction—much less of a curriculum of school studies. Its most fruitful applications are in teaching allied subjects *within* the several coordinate groups, and here chiefly in teaching the elements. It also has an important place in teaching the more closely related facts in different coordinate groups, known facts in one group being used in teaching related facts in another group. Here is the recognized field for the practical application of the principle of unification, and such application promises valuable results.

But the obvious principle that underlies not only courses of study but methods of teaching, is the fact that every coordinate branch of study has its own natural sequence and development, requiring its isolation and separate treatment. Instead of the concentration of all branches of study by subordinating

all the rest to one central core, there must be increasing differentiation and isolation, with proper recognition, of course, of all important inter-relations. It thus appears that isolation is the dominating principle in a true course of study, unification having its place and function chiefly in the processes of instruction.

One more observation seems a fitting conclusion to this study. It does not follow that facts taught separately remain isolated in the pupil's thought. The mind is endowed with the power of assimilation and unification, and this power is more fundamental in education than is dreamed of by some philosophers. Were the assimilation of knowledge or the unification of mental power dependent upon the philosophic mixing of the materials of instruction in the mind's hopper, I fear that most of us now present would be

idiots. We have all been doing a little assimilating and unifying on our own account, and have actually been able to see some of the simpler relations between facts not learned in the same school exercise, or in the same day, or even in the same year. It may be true that few of us have seen many of the "universal relations," which, according to the somewhat uncertain testimony of philosophy, binds all knowledge into one "organic unity," but we hope to get more of these insights, at least in the next world. Nor are we much comforted with the suggestion that a child can be made *to feel* the oneness of all knowledge, even though he may not intellectually apprehend it. The feeling of a truth not present in the mind seems to border on mystery! It is a wise child that sees the immediate relations between the more common facts of observation and experience.

LANGUAGE LESSONS. — No. 3.

BY MARGARET W. SUTHERLAND.

As soon as a child can write a sentence of his own composition, oral and written language should go hand in hand. Oral language is something that the child has been acquiring from the time he came into the world. And as we mentioned in a previous article on this

subject, the school teacher can take valuable lessons from Nature in teaching, indirect as her method often is. But few children upon their entrance to school have learned to talk with pencil or pen. As soon as possible that art should be acquired. As every art has a

mechanical side to it, and as in order to acquire skill one must pass through a stage of labor in which there must be patient doing of the less interesting parts of work day after day in order to learn how to handle one's tools skillfully, so in this art of great importance, there are exercises that must be given until proper action is a habit.

As in future papers upon this subject, I wish to give more special consideration to the subject-matter for lessons to be given at a designated time on the program, called the language period, I deem it best to consider here nearly all of the direct instruction in written work pertaining to capitalization and the simpler punctuation that belongs to the ungraded school and to the grades of our common schools. If it should seem to some of my readers that I am giving very simple things practised constantly in our schools, I ask them to remember that there are some teachers who have not themselves formed the habit of invariably writing good English, and that there are others to whom the obedience to simple rules for capitalization, punctuation, etc., is so natural that they need to be reminded that children have to be taught these things. Even a young man or young woman from college without a definite and somewhat complete course of study to guide work and a superintendent who has opportunity for

close personal supervision of instruction, will be apt to fail in the comprehension of the importance of the formation of careful habits by children and of the patient labor required in forming them.

Slate and slate pencil or paper and lead pencil must be furnished each child upon his entrance to school. One of his earliest exercises should be the writing of his own name. The teacher should write in her best penmanship on cards with pen and ink the name of each pupil and give to each one his own name for him to copy. I suggest the card (or half card) since it can be kept in a good condition longer than a slip of paper, and the wise teacher will never give herself useless labor, knowing that it will take time and strength which can be used more profitably. Care should be exercised in writing these names. Use a respectable name wherever possible. Don't call a boy "Harrie." Such a spelling of his name is worse than teaching him to part his hair in the middle. Don't spell a girl's name "Lillian" or "Mable," even though some teachers ignorantly write their names in that way. Be sure that you write "Margaret" correctly. I have means of knowing that a good many people do not know how to spell that beautiful name. Once upon a time I received a letter addressed to "Margurit Sullivan." Whether it would have

reached me had it not been addressed to the care of the Ohio Educational Monthly and been forwarded to me (enclosed in another envelope) by Dr. Findley, I do not know. A young lady who had graduated with honors at a high school and afterwards at college wrote her name "Hattie. S. Graham," placing a period where there had not been an abbreviation of the word. All of these incidents go to show that a child needs his name properly written for him to copy until he can write it for himself.

Very shortly after he has learned to write his own name properly, he should learn to write the name of the place in which he lives. For this one copy on the blackboard may do. As soon as the pupil is required to put any work in language, numbers, or drawing on his slate, he should be told to put the name of the place and his own name at the head of it. After he has learned thoroughly how to write his address, he may put instead of the place of residence, the day and date; but that will not be in the earliest stages of his work. For seat work he may also practise writing his teacher's name. This will aid him in pronouncing her name more distinctly when he speaks to her, and it will also enable him to aid his parents when they wish to write a note to the teacher.

Before this, the children should be writing sentences that have been

used in the reading lessons. From the first a sentence about something in which they have been interested, a sentence which they have been led to make, should be left upon the board for them to copy. Some teachers may object to having children write entire sentences for fear it interferes with good writing; but after studying fine primary schools, talking with the best of teachers both in graded and ungraded schools, and consulting with many thoughtful superintendents, I am convinced that we cannot sacrifice all the good things that come from combining the reading, language, and writing to acquiring more correct forms of letters. The lesson in penmanship will put special stress upon form. I feel sure, however, that at the end of the first year in school, the child who has written sentences from the first will even in the mere mechanical penmanship do better work in writing a sentence than the child who at first wrote letters, then combined them into words, and finally came to attempt the sentence.

Use the word *sentence* in speaking of one from the first. It passes my comprehension how any one can think "statement" a simpler word for children than "sentence." I have noticed, too, that teachers who get into the habit of using the word "statement" often use it incorrectly.

Spelling belongs to the mechanics of language. It would not do

to say that my early views as to its overwhelming importance have changed somewhat, for I believe that many who would forgive a little heterodoxy in one's theological views, would lose all confidence in one who should deem intellectual salvation possible without good spelling. Let us ask ourselves some pertinent questions with regard to spelling. Why do we spell? Is it for the purpose of going around entertaining our friends by displaying our orthographical feats? Is it that we may "spell down" at the spelling-match? Or is it that in letters, essays, or anything we may have to write, we may produce the word in its proper form? Is it economical to try to acquire power in one way to use it in a different form when we can acquire it in the form in which it will serve us? Mr. Fitch, who has given us one of the most valuable books we have on pedagogy, says: "An isolated word has very little meaning or use to children. But they understand sentences." The same thoughtful writer says elsewhere: "The person who spells well is simply he who carries in his memory a good visual impression of the picture of the word as it appears in a written or printed book."

After the children have for some time copied sentences and choice maxims, they have formed a habit of beginning a sentence with a capital letter and can be led to formulate the rule that every sentence

should begin with a capital letter. This should be brought out from their own inspection of sentences. While leading the children to this rule, the teacher should be careful not to put detached bits of sentence on the board without the capital; for since the pupils are not able to discriminate accurately, they may be led to carelessness.

From the first the teacher in giving the reading lesson (I take it for granted that now-a-days all teachers use the blackboard constantly in teaching reading to beginners) should be careful to place the interrogation point, the period, or the exclamation point at the end of the sentence. There will not be much call for the last mentioned mark of punctuation, since its use at the end of a sentence is constantly becoming less common, but a teacher should never be in too great haste to write correctly. At one time I called the attention of a bright young girl who was giving a reading lesson, to the fact that she had failed to put a question mark after a question. Pleasantly she answered, "I knew it ought to be there, of course; but I did not think it made any difference for such little people when I was writing and erasing so rapidly." When we are trying to form correct habits anything incorrectly done before the child makes a great difference.

It seems best to me when we come to the formal teaching of what mark of punctuation should be

used after a sentence, to teach first the correct use of the interrogation point. It presents no difficulties. Then teach that most other sentences that the child will have to write must end with a period.

From the first in the reading lesson the pronoun "I" has been used. In these days of more intelligent teaching of reading, when the child from the first makes and reads sentences beginning with "I see," "I have," etc., it seems to me that the danger of the writing of "i" must be greatly lessened. But when the time comes for the formal rule that the pronoun "I" should always be a capital letter in writing, then the children should see sentences in which it is not the *first* word in the sentence. The same caution should be observed by the teacher in teaching that names of persons and places should begin with capital letters. I have been present at lessons when every example from which the teacher was endeavoring to teach the rule by the inductive method, was one in which the name began the sentence. In teaching a new rule one should never use examples that come under principles already established.

A very interesting lesson can be made on the days of the week by asking the children to think of the occupations of the various days, from which we can lead to the rule for the capitalization of the days of the week. Here the teacher must be careful to frame her question so

that the answer will bring out what she wishes to illustrate. It must not be "What is Monday?", for the answer to that may be "Monday is washing day." It would be better to ask some such question as "What work is done in many homes on Monday?" By the time the teacher has written the answers for all the days of the week, nearly every child will have noticed the capital letters and be ready to make the rule. A somewhat similar lesson may be given on the months of the year when the children are ready for it.

As soon as any rule is taught, exercises must be given in which the pupil can immediately put it into practice.

From the inspection of choice bits of poetry properly written on the blackboard for the children to copy and learn, and from looking closely at the verse in their readers, the pupils arrive at the rule that the first word of every line of poetry should begin with a capital letter.

Pretty early in their writing of little stories the children need to know a direct quotation and that the first word of every direct quotation should begin with a capital letter. Here again the blackboard work and the readers have illustrated the rule and it only remains for the teacher to bring out prominently the proper usage and give the class sufficient practice in observing it.

If occasion arises for writing the

word "God," I think I should simply tell the children how to write it.

In my next article I shall speak

of the proper teaching of a few more rules for punctuation and then make suggestions as to the subject-matter of language lessons.

OUTLINE FOR PRACTICAL INSTRUCTION IN ELEMENTARY BOTANY. — No. 3.

BY PROF. W. A. KELLERMAN, OHIO STATE UNIVERSITY.

The physiology of plants, at least the fundamental principles, must be understood by the teacher. He can then direct experimental work, which ought to be done by the pupils. The better, especially the larger, text books of Botany treat this subject more or less fully. If an extended work is desired, Vine's "Physiology of Plants" can be recommended.

The work outlined in this article consists of a few simple and inexpensive experiments taken from the manuscript of a School Botany being prepared by the writer. If Chemistry and Physics are taught in the school, the material needed will be at hand. The few things to purchase in any event will cost but a trifle.

The mode of development of the roots can be studied to advantage by using a root-cage. To make this, tie two panes of glass together with strong twine. Use narrow strips of wood nearly or quite one quarter of an inch in thickness,

placed near three edges to keep the panes a short distance apart. Fill the space with fine sand and plant a seed of sunflower, wheat or other plant near the upper open edge. Supply moisture and keep exposed to the proper temperature and note the root growth from day to day.

The above experiment can be repeated with this variation: After the roots have grown some length, turn the cage one quarter way round. Gravity is now acting in a different direction on the roots and stem, and they will respond accordingly.

To show that rootlets can disintegrate mineral matter, place a small piece of marble with one face polished, near the bottom of a box or pot of soil. Plant seeds so the roots of the seedlings will touch and spread over the polished face as they grow. After an interval of time (two or three weeks) observe the piece of marble and see the corroded lines where the roots have

been in contact. Rubbing the surface with vermilion will render the corroded parts more conspicuous.

A portion of the water in plants is a constituent of tissue; but another portion—called the free water of vegetation—can be removed by drying in the sun. Select parts of various plants, especially succulent plants and those that contain very much water as growing corn, radish, cucumbers, etc. Cut them into pieces and after weighing, spread out in the sun (or put in an oven of moderate temperature) till thoroughly dry. Weigh again and the difference will be the amount of escaped water of vegetation.

To show the evaporation of water from the foliage, provide a U-tube with closely fitting corks at each end. Support the tube in an upright position. In one cork fasten a small leafy shoot or a single large leaf. Use vaseline to make watertight fittings. In the other cork insert a very small but long glass tube bent at right angles so that the long arm will be horizontal. Have the U-tube and the small one also, completely filled with water. As water evaporates from the leaf, it will be replaced by that in the U-tube. Consequently, the water will recede in the horizontal tube. In half an hour or less, the loss of water will be very noticeable.

A simpler method than the preceding to show, and measure the amount of evaporation, would be to

use a common druggist's balance, or the kind found in laboratories. Place any plant growing in a flower-pot, on one scale-pan after having completely covered the pot with paper to prevent any escape of moisture, except that which passes through the plant itself. Put weights on the other pan to balance, and it will be found in a short time that enough water has escaped through the plant to destroy the equilibrium. The weights added to restore the balance will indicate the amount of transpiration.

The absorbent activity of the roots (root-hairs) usually called the "root-pressure" is shown in "bleeding," illustrated as follows: Cut off in the Spring a vigorously growing Grape-vine a short distance above ground, or use any other plant as Dahlia, Sunflower, Corn, small Maple or Birch. To the stem remaining in the ground, attach an upright glass tube by means of a short rubber tube. Note the rise of the water and the variation in the height of the column during the day.

The ascent of the water (or "sap" as it is popularly called) through the stem, can be indicated to the eye by using highly colored fluids, as red ink or any of the aniline colors. A stem of the translucent Touch-me-not, of the Geranium, Sunflower-plant, or any other can be used. Cut off the stem and *at once* immerse the lower end in a vessel

that contains the colored solution. After some time it will be found upon examination that the liquid has passed upward through the fibrovascular bundles. A leaf can be used, inserting the petiole in the solution, and presently the colored liquid will be seen in the woody frame-work, or veins of the blade.

It is not a very difficult experiment to test the rate of ascent by means of lithium salts, but need not be undertaken unless one has access to a laboratory where a Bunsen burner can be used. A very weak solution, say one part in five hundred, will answer. Perform the experiment as outlined in the previous experiment but use the lithium solution. After a definite time, cut out small sections at different heights and burn them in the flame. The red color will indicate the presence of lithium. Do not mistake the sodium flame which will always be present.

To show what chemical elements the plants use as food, make use of water-cultures which can be arranged in the following manner: Dissolve in two litres (about two quarts) of water the following: two grams potassium nitrate; one gram sodium chloride; one gram calcium phosphate; one gram magnesium sulphate; and add a few drops of a solution of ferric chloride or ferrous sulphate. Fill a glass cylinder (or bottle) of one pint capacity or less, with the nutrient solution. Fasten in the perforated

cork with cotton, a seedling that has a radicle half an inch or more in length, so that the seed will not touch the water. Surround the vessel with a paper jacket to exclude light in order to prevent the growth of Algae. Set in the sunlight and replace the liquid with a new portion of the original solution after two weeks. It will be found that the plant will thrive well and grow in the usual manner.

The foregoing experiment can be repeated but varied by omitting some of the chemicals named. In that case the plant will not thrive, though of course it will grow normally as long as the nourishment is supplied by the seed. It will be especially interesting to omit the iron solution. Even a very small portion of iron suffices for the plant, hence care must be taken to exclude even a trace of this element. In that case the plant will not develop and retain the green color. We have found the Pea to give good results.

In the process we now call "*photosynthesis*" (designated in the old books as "assimilation"), carbon dioxide is decomposed—in the sunlight when chlorophyll is present—and the oxygen escapes from the plant. The following experiment illustrates this. Tie a piece of water-plant, as Water-weed (*Elo-dea*) to a glass rod and place it with the lower (cut) end of the stem directed upward, in a vessel of spring or creek water—for it must con-

tain carbonic dioxide. When exposed to strong sunlight a stream of small bubbles will escape; fewer will be seen if the light is less intense, and none will appear in the absence of light.

To show that the escaping gas mentioned in the previous experiment is Oxygen, have in the vessel of water a number of shoots of the plant, covered over by an inverted funnel, over which is placed a test tube, also filled with water. The gas (oxygen) which collects in this test-tube may be tested with a glowing splinter.

When desired to test for the presence of starch, use a solution of Iodine made as follows: Dissolve a piece of iodide of potassium the size of a pea, in water (about one ounce) and then add some metallic iodine until a moderate coloration (say a cherry-red) is produced. Now for example, scrape the fresh and moist surface of a potato, bean, grain of wheat or corn, and a quantity of starch will be obtained. Add to it a drop of the iodine solution and note the deep blue coloration. Examine with a lens—the individual grains of some kinds of starch can be discerned. Thin slices might be made with a sharp blade, of various tissues, as potato-tuber, bean, twigs, stems, etc.; put these under the lens after the iodine solution has been added, and the presence of starch will usually be detected.

Starch is formed in the green

leaves during the day but it is decomposed or disappears during the night. This is proven in the following simple and interesting experiment. Cut a cork stopper into layers about one quarter of an inch thick. Place one piece over the upper surface of a vigorously growing leaf (for example "*Nasturtium*," *Tropaeolum*) and another piece on the lower surface directly opposite the first. Thrust two pins through the pieces and through the intervening portion of the leaf, to keep them in this position. After they have remained twenty-four hours, remove them—but do this *in the afternoon*. Then sever the leaf from the plant and dip it in boiling water, for three or four minutes, to kill the protoplasm and to cause the starch grains to swell. Remove the chlorophyll by immersing the leaf in alcohol for a day or two, and finally put it into an iodine solution made as directed above. After a short time it will take on a deep blue color, except where it was protected from the sunlight by the pieces of cork.

During germination, chemical changes take place. Oxygen is consumed and it is accompanied by an evolution of heat. This will be shown by an experiment arranged as follows: In a glass jar or wide-mouthed bottle, place a mass of germinating peas or beans. Into the center, thrust the bulb of a thermometer and it will be found that the mercury will rise slightly. It

should be compared with a thermometer outside. It would be better if both thermometers could be covered with a large bell-jar.

That the oxygen is necessary to germination—as it is to all processes connected with growth afterwards—can be shown in different ways. For example, seeds after being soaked in water for a time can be put in a bottle to which is fitted a rubber stopper having a tube by means of which the air can be pumped out with an air-pump. It would be necessary to seal airtight by heating the tube until it can be drawn out to a thread when the exhaustion is practically completed. A much simpler experiment, however, to show the same thing is given in the next paragraph.

Take two lots of sunflower seeds, and, after removing the hulls, test their germination in spring or well water and also in water from which the air (oxygen) has been removed. Use for the first, an open bottle half full of ordinary water. For the second lot, fill the bottle entirely full of water which has been boiled to remove the air, and then cooled. Fit with a tight stopper; there should be no air space above the water.

It may be added, finally, that ingenious pupils and teachers who have considerable time at their disposal, might be able to devise a clinostat, a centrifugal apparatus, something to measure the rate of growth of stems, if not other

pieces, for experiments not mentioned above. The Clinostat is a slowly revolving apparatus by means of which the action of gravity is neutralized. The horizontal journal is usually driven by means of a clock-work attachment. The centrifugal apparatus would have to be revolved at a high rate of speed. Water, steam, or electrical power would be necessary. If the centrifugal force is so great as to replace gravity, the roots will grow in the direction of its action and the stems will grow in the opposite direction. To exhibit the effects fully, it should be arranged to revolve vertically as well as horizontally. The simplest apparatus for measuring the growth in length consists of a pulley placed above the plant, over which a linen or silk thread passes. One end of the thread is carefully tied to the upper (growing) end of the plant and to the other end a small weight is attached to keep it taught. A long horizontal finger or pointer should be attached to the rim of the pulley. The movement of the tip end will magnify the extent of growth and thus render it plainly visible to the eye.

The apparatus suggested in the last paragraph and the experiment with the Lithium salt, are given merely as hints for those who have time and facilities to extend the experiments. The little book by McDougal, called *Experimental Physiology*, a translation of a Ger-

man work, is an admirable guide, and should be in the hands of every teacher. All the other experiments, it is believed, will be found

so simple that teachers generally can have them carried out in classes exclusively by, or at least with, the help of the pupils.

LITERATURE NO. 7. WINTER WITHOUT AND WITHIN.

BY J. J. BURNS.

The weather in its kindest mood kept lingering autumn with us till my fall leaves had gone to press and come again. Thus was spoiled the contrast which I feared between my December article and its environment. Such good fortune makes me reckless enough, to-day, December 12, to give the headline just written to some paragraphs which cannot until April greet the light toward which each reader turns the pages of his MONTHLY. However, I hope that my confidence in that diversified goddess, the weather, is misplaced. "Lingering autumn" is a phrase, poetic and artistic. Mil-lais used it as the name of a lovely landscape on canvas. Either the canvas, or the view which inspired the painter's art, brings out before the fancy the idly twirling leaf; the distant hills draped in the blue air; an occasional call from some feathered friend before it shall set out to follow summer southward; the husking of the golden ears whose virtues Whittier has trumpeted in the Corn Song; the apples not of

discord, but of concord, which show their sunny cheeks from their airy home on the highest limb, with a dare to the man begirt, sash-fashion, with a sack; the prying into the humbler homes of the "earth apples," as the French call them, like robbing the nest of some vegetable ground-bird, the man with the hoe like him with the sack, led by a taste for something less esthetic than shapes and tints; but "lingering winter," chilling the lap of April, Oh, no!

Still, when the time comes for winter to occupy the stage of Nature's theater, he is welcome, though we may not "speed the parting" players. The poets sin against nature when they feign perfect happiness in a land of perpetual spring, or eternal summer, or ever-during day. Never-ending thanks let us give for the change of seasons, and daily prayer that the next world also will have an inclination of its axis.

So, let us greet winter,

"King of intimate delights,

Fireside enjoyments, home-born happiness."

This series of articles began in the fall of the year and their subject matter encouraged a more earnest looking into Nature. Of course the autumnal features then presented themselves. They were so rich in color, and their environment in the restful air of autumn was so delightful and full of repose that the reflection all this fair show will so soon pass away, made us love it more clingly, and we foolishly wished it would stay. But, taking courage from memory,

With sunny countenance we tried
To shine away our grief,
And we read that page of Nature's book
Till winter turned the leaf.
There are notes and comments in
the ground,
The text is up in air;
And the pages still are turning
While we read God's lessons there.

Persons who are addicted to thermometers coolly remark that "it" was down to zero this morning before daylight. About this krumometrical fact I know nothing; but on the ground there is a half foot of snow, and upon a roof which looks into my window, a young avalanche is feeling the sun, and getting ready to hurl itself with a drawn-out thud upon the drift below, instead of thawing undramatically where the cloud dropped it, and coming tinklingly down the water-spout.

But the roof is slate and slanting, and *facilis descensus*. It's a "long, long thought" to follow this protean element till it blankets a roof again.

Nature shows us a fine object lesson upon the effect of slope on climate, when the snow on a roof melts in the sunshine, the water trickles down to the edge, hesitates a little to take its downward leap, chills to a solid again, and there under the same beams which thawed the snow a threatening crop of icicles is growing.

I seldom see ice in any kind of motion without slipping in imagination twenty-five hundred miles from home, and tarrying again at Glacier, a station of the Canadian Pacific railway, in the Selkirk mountains of British Columbia. The foot of one of the two glaciers which give the station its name is reached by a fifteen-minute walk through a wood where the branches of the trees are hung with moss growing green and gray in the perennial bath of that moisture-laden air. Where the ice ends, a stream of water begins. You cannot climb up the ice, for it is steep and smooth, but there are caverns beneath it into which you can walk; the ceiling, floor and walls, of a greenish tint, pure as if this shvey treasure in earthen vessels had never touched anything more gross than the blue. Of course you wonder as to the chance of a million tons or so coming down upon you and spreading you out

thinner than the gold leaf you have read about; and that it doesn't do it is not because it is *you*. "The earth is all in all to me, but I am nothing to the earth; it is bitter to know this before you are dead." This sad reflection is from Richard Jefferies; true, perhaps, but I had no such thoughts that day; I felt that mother Nature was kind indeed, and I was intensely glad to be one of her children.

The little party that I led, for I had been there two days and was growing presumptuous, climbed along the edge of this Illicilliwaet Glacier, a matter of two miles or more, our path over and around the rocks which the ice had piled there, brought from up the steep mountain valley, varying in size from a large trunk to a small meeting-house. Reaching a point where our further course would have been up a vertical wall of rock, or one of ice, we sat down to rest, and when we started again our faces were turned the other way; we feared lest dinner would wait for us. From that outlook of cold sublimity I brought home in good condition a bunch of heather. It grows there in abundance, two species, at least the flowers were of different colors, the odor delicious. When I open the box in which mine is kept, forlorn and faded; it does not please the eye, but its breath makes me know that it is sighing for its native land. This greatest glacier of the Selkirks is said to be nine miles in length,

three in width and five hundred feet thick. My experience in climbing upon and keeping shy of the yawning cracks of the other one—the Asulkan, was something different, but probably this is enough of that trip for the present.

Passing under an electric street light last evening while legions of snow-flakes were floating down in very devious courses out of the bosom of the air, I greatly admired the appearance of the surface below. Myriads of shadowy bees, as if all the hives of the continent were swarming, but so still! Not a sound to emphasize the silence; in this regard unlike the real insect, tired Nature's sweet restorer, original, "the little buzzy bee," as I once heard a small boy read it.

December 16th. The air last night was full of moisture that crystallized about everything upon which it breathed. Thinking it a good time for a walk, I set out after breakfast for the country. In patches of Nature's own children, the weeds, I noticed that every stalk bore its crop of frost crystals on but one side, the east; the air had during the night been very gently moving from that direction. Having climbed a hill to the north of town, upon looking back I enjoyed the ghostly beauty of a large maple, and I brought it home *with* the field and the sky. The trunk and larger limbs, in customary suits of solemn black, but the smaller branches and twigs framing in and sometimes

hiding their sombre supporters, were white as frost could paint them; back of it a great cloud like a sky blackboard, whereon was crayoned this picture, which "seemed not like an inhabitant of earth and yet was on it."

How lifeless nature is now and still, contrasted with the overflow of life and sound but a few weeks ago. Then, soon after nightfall there was a chorus from the trees. At that opera in the back yard there was free admission, standing room for hasty callers and space for his hammock to swing who wished to "loaf and enjoy his soul." The katydid and locust were not of this troupe, but crickets and tree-toads made the very air throb. And so all night, while, at peep of day and before, though not as in the spring, the birds would take up the wondrous tale. But now, no bird song welcomes one back from the land of Nod, and at night I sometimes stand among those trees, look through their bare branches at the stars, or the moon, and listen to the silence. Where are the musicians? Hosts of them are dead, hosts have sought a better climate, hosts are in their winter quarters, the fires of their little life, like the brands on the Snow-Bound cottage hearth, safely covered over, waiting the stir, and the light, and the oxygen of spring.

On my study table there is no "flaunting flower our gardens yield"; and, of the bright autumnal

denizens of the swamp, none except some of the "pitchers," whose Latin name was too brittle for the printer man—see page 594—and yet there is something to serve me with a hint,

"That Nature lives, that sight-re-
freshing green
Is still the livery she delights to
wear."

Some sprigs of *speedwell* are climbing over the edge of a dish which holds water for their daily refreshing; any other food those notched little leaves must breathe in from the air. If my botany doesn't go wrong, that little green life and mine interchange vitality. Over in the window is a large tumbler, the water it holds shot through with the thready rootlets of a turnip, whose delicate green foliage, a foot in height and almost one in breadth, looks as proud as if it waved in the breeze of April, and hoped after while to blossom and perfect seeds for the perpetuation of turnip life on the earth. An utilitarian friend expressed regret that there was not a half-dozen of them—these tender greens would make tender greens!

Here is a *galium*, not rank and gummy, as when rioting in autumn, but delicate as a bit of green silk thread, and with, at short distances along the vine, whorls of six tiny leaves.

Some birch catkins are sifting their pollen over the side of a glass jar and some bright red osiers

are putting forth leaves not larger at present than those of the mouse-ear chickweed in the dish below.

December 31st. What a night! It would seem as though Æolus had been collecting a whole weather bureau of storms in that cave which Virgil tells of and, to-night, has broken down the door.

It would be a fit time to read Prentice's fine poem on the closing year,—of that name, perhaps. I have read it between eleven and twelve o'clock on more than one anniversary of the death of the first year, but I cannot do so to-night; the volume containing it is not within reach, and nothing else to read but the daily paper. Were I a poet, I should harrow up my emotions and then seek relief in ink; and grow happy over the thought that another day the lines might be read in the Muse's corner of some local paper. The un-written poem would begin,—

That midnight bell
A tale doth tell,
Of many days it is the knell;
They came and went,
By old Time sent,
In each one good and ill were blent.

But it's as well that while I dwell on th' outside of this mundane shell, I do not nurse this little verse, lest it grade down from poor to worse.

Others may rhyme
In wordy chime,
And poesy's bold summits climb;
Some Latin wit
Once truly writ
"*Poeta nascitur non fit.*"

Pardon this levity, if it is a venial offence. Prentice says, I remember, that "this is a time for memory and for tears." Well, memory is ready, the teary fountain near, the "motive and the cue" quick in response, but like the boy who whistles past the grave-yard, I laugh in order to keep that fountain closed.

January 2d. I cannot keep the schoolmaster within me away from the school-room, and my imaginary pupils I'm spiering this morning to learn whether they noticed the glorious full moon last night; and whether they can tell me why it came so much nearer the zenith in crossing our meridian than the full moons of summer, or even the suns of summer; whether these high-riding full moons are always of the winter. And while the youngsters are in reach, I must read to them a paragraph in the current *Century*. The writer describes the midnight sun as seen on Christmas day; and he claims for his party the distinction of being the only persons who ever witnessed this phenomenon, a Christmas midnight sun; and I would have the "youngsters" determine into what latitudes these favored persons had wandered, and what point of the horizon the great orb would touch.

Early candle-light, January 8th. A limited number of apples are lurking among the miscellaneous furniture of the family reading table, and while sacrificing them to Pomona I shall copy a few sen-

tences from Thoreau's aromatic essay on Wild Apples, which act of devotion—the sacrifice—shall include the seeds. Your true apple eater is represented as an artist in flavors by the boy who being asked by a less lucky boy if he mightn't have the core, made answer, "when I'm done with this apple there won't be any core."

Are our circle folks acquainted with what the dweller by Walden lake, and after him Mr. Burroughs, have written about this fruit? If not they are missing something.

I'll be more generous than the boy just used as a model, and offer them a bite.

"It is remarkable that the wild apple, which I praise as so spirited and racy when eaten in the fields or woods, being brought into the house has frequently a harsh and crabbed taste. I frequently pluck wild apples of so rich and spicy a flavor that I wonder all orchardists do not get a scion from that tree, and I fail not to bring home my pockets full. But perchance, when I take one out of my desk and taste it in my chamber, I find it unexpectedly crude—sour enough to set a squirrel's teeth on edge and make a jay scream. These apples have hung in the sun and frost and rain till they have absorbed the qualities of the weather or season, and thus are highly seasoned, and they pierce and sting and permeate us with their spirit. They must be eaten in *season*, that is, out of doors.

They must be eaten in the fields when your system is all aglow with exercise, when the frosty weather nips your fingers, the wind rattles the bare boughs, or rustles the few remaining leaves, and the jay is heard screaming around. * * *

Apples, these I mean unspeakably fair! Painted by the frosts, some a uniform clear bright yellow, or red, or crimson, some with the faintest pink blush, some brindled with deep red streaks, some freckled all over the stem side with fine crimson spots as if accidentally sprinkled from the brush of Him who paints the autumn leaves. Others, again, are sometimes red inside, perfused with a beautiful blush, fairy food, too beautiful to eat,—apples of the evening sky! But like shells and pebbles on the sea-shore, they must be seen as they sparkle amid the withering leaves in some dell in the woods, in the autumnal air, or as they lie in the wet grass, and not when they have wilted and faded in the house."

I believe that it is a finer art to write prose so supremely natural as that, and some specimens I shall quote hereafter, than to frame the rhythmic lines in which Emerson mourns the loss that every lovely thing suffers when torn from its setting—the sparrow's song unechoed by the river and sky, the freshly gemmed shell which left its beauty on the shore.

Going back to the wild apple, I must express my regret that one of

these writers who make the parts of speech so vividly sensible of their message, did not hear and tell the story of Johnnie Appleseed, about whose wanderings and seed plantings in the Ohio valley people have told me. We should listen with all our ears.

I know not how it came there, but in a narrow lane leading down to the woods which borders Myer's lake, almost toeing the wagon track, there used to stand, or lounge, a forlorn little scraggling apple tree. It was only part of a wild hedge, but some intruder, likely as not the owner of the land, begrudged it its small room, and it was not there last fall. Its fruit was so untamed and bitter that the fear of lockjaw kept the cows from raiding it, and even the boys let it alone! but I have gathered my hands full, late in the fall, picking the apples

out of the grass and weeds, their color changed to a dull yellow, their skins as oily to the feel as if they had rubbed cheeks with a cake of suet, mellow now, with a fine spicy odor, and enough of their starch changed to sugar to get them a welcome from the palate, or wherever the nerves of taste stand on guard. I wish that woodman had *spared* that tree! Let no one say that he did, for my mood at the close of this arboreal elegy could hardly bear the shock.

It is with a thrill of mild horror that I recollect my general subject, literature, for this voyage has kept to the leeward thereof almost an unbroken course; but cheerfully telling myself the title of a familiar drama, I shall see to it that the article ends well, next month, with some winter pictures from the masters in this field of art.

THE NORMAL SCHOOL QUESTION.

BY JOHN OGDEN.

I am pleased to see that Ohio is still agitating the question of Normal schools, or Normal instruction for her teachers. This has been a theme for *discussion* for, at least, forty years in Ohio to my certain knowledge, having myself been a little mixed up in it, during a residence as teacher in the state, for

more than a quarter of a century; and my mind turns with great interest to the recent movements in Ohio, in the direction of professional training for teachers.

It is natural therefore that I should want to "put in my say" on this subject, not that I have any special right in this matter, or that

I should expect to add much to what has already been said by others abler to speak for it than I am.

But an ordinary life time spent in the study of this subject in all its phases, and having been an eye-witness to its "Rise and Progress" in Ohio, and indeed in the United States, the "renaissance" of education, as it were; and having had the organization and management of at least a half dozen of these schools, either as departments or as separate schools for training teachers, I feel almost impelled to speak, lest I may not again have an opportunity.

All will agree, I think, that no one can teach what he does not know; and that no one can teach, in the better sense of this term, that is without a *thorough knowledge* of the subject matter to be taught—and the more thorough the better—and that without a knowledge and *mastery*—we may say—of the *means*, and the *methods* of teaching. And, what I mean here by a "thorough knowledge, etc." is more than a mere knowledge of the "branches," as such; but a knowledge also of their educational values, and hence, their place in a course of study: and what I mean by "*means*," are the appliances necessary to put into full operation a consistent course of study and practice for any and all grades of school work.

The term "*methods*," as used here, I think is sufficiently under-

stood by most of us; though the opinions upon this part of our subject are sufficiently diverse to offer a wide field for discussion, which, of course, we cannot enter into here.

Now if we add to the foregoing topics—all having at least a professional bearing—that of the study of the child himself, the diagnosis of his nature, his weaknesses and his wants, his pathological, sociological, his physiological and psychological nature—all of which are now coming into prominent notice—we shall have material enough, you will grant, to constitute a theme deep enough, wide enough, comprehensive and profound enough for a life-long study.

Yet all of these, and much more, as to detail, are embodied in a thorough course of training for teachers: so that a normal school, to meet the constantly increasing demands of the "age and body of the times," must mean more than a mere college, academy or high school, unless indeed we convert these into good normal schools. But under present circumstances they cannot, and they ought not to try to do the work for which there must be an extra and all-round outfit.

Hence the question arises, or rather the alternative presents itself, shall we provide for all these things "ex cathedra," or outside our present system of colleges, high schools, etc.; or shall we weave

them into our present tolerably well filled system of school work?

And again, will not this cumber and complicate the schools as now organized, to such an extent as to render them unwieldy and inefficient; or rather can it not be so managed that it shall enrich them, adding to them what they may lack, strengthening their weak places, lopping off their redundancies, and circumscribing certain excesses, thus giving new life, and a practical working power to them heretofore unfelt and unknown?

I maintain the latter; though it will require radical changes. But I also believe we have reached a period in our educational history and progress—which have been magnificent — when a tolerably thorough revision of our school work may with safety be attempted. Indeed the revision is becoming more and more a necessity and is actually taking place. The old machinery of our schools is becoming insufficient to bear the strain of the work now required. It will have to be removed and replaced by the new, in order to relieve our present embarrassment and to save our system from threatened disaster. It is another instance of the “new wine in the old bottles.” Hence the proposed plan for revision, may serve a good purpose.

Our public schools, and in fact our whole system of education, as good and grand as we know them to be, are yet in their comparative

infancy; and are capable, when thoroughly developed, of producing far better results than they are now doing: and it is not improbable, they may be suffering for just such an infusion of life and working power as the proposed change shall bring them, both in means and methods.

Of course this does not necessarily imply any abrupt changes in the schools. It should be gradual, led off by such additions and changes as might become necessary only in *those schools selected for the normal training of teachers.*

These might be many or few, according to circumstances, but enough to supply the demands of the schools for trained teachers. The idea is simply to make our school system “pay its way”: or in other words *to make the proper training of the children in these models, furnish both the theory and the practice for the teachers under training,* and still be the best for the children.

The schools selected for this purpose, be they colleges or high schools, should represent all the grades of the state system, from the kindergarten on up to the highest grade, so as to make the training for teachers as thorough and comprehensive as possible: and then again it might be found best to throw the matter of selection open for competition, to all schools that could meet a certain standard.

The complaint against our public

schools, to say nothing of our colleges and higher institutions, has been and still is, that they are "forcing machines," "cramming places," and the like; where every pupil, be he great or small, long or short, high or low, thick or thin, wide or narrow in his plan and purpose, must be thrust in and worked over, trimmed up, hacked down, cut off or stretched out, padded up where deficiencies exist, pinched and pushed in where redundancies prevail, until he comes out clean and polished after the fashion of "the course," and ready for the market. But *fortunately* the market does not always exist for just that kind: so that our candidate for business is obliged to go through a different process in order to be fitted for said market; and yet, with all this complaint, it must be allowed that our schools are doing a grand work. The best thing that can be said of them is *they are growing*, and becoming more and more what they ought to be, and what they can be.

Now as to the practicability of the first plan, viz., to establish separate and independent normal schools in different parts of the state, such as abound in most of the states, it must be confessed they do not yet meet the demand for trained teachers, which all allow is not only a desirable thing, but their ulterior design, and their duty.

The following statistics, taken from the 27th Biennial Report of the State Superintendent of Public In-

struction for Minnesota, which may serve as a fair average for all the states having state normal schools, show how far short of this supply the number falls:

The whole number of Normal pupils in attendance for the year ending 1894.....	1,042
Whole number graduating same year.....	243
Whole number of teachers employed same year, all grades....	10,322
Whole number of Normal pupils employed in the State same year, including graduates.....	2,617
Per cent of normal graduates employed.....	24
Per cent of Normal pupils, including graduates.....	25

Thus it will be seen that to supply all the schools with normal graduates as per above rates, would require more than 169 normal schools for Minnesota, and to supply all the schools with normal pupil teachers, including graduates—a little more than 39 such schools.

Again: it is estimated that from one-half to two-thirds of the actual instruction in the normal schools is purely academic, and necessarily so because of poor scholarship of those applying for admission. But this instruction can all be given in the high schools and colleges, thus improving them both in attendance and in character, and at the same time, saving to the state, at least one-half the expense, as compared with doing it in separate state normal schools. This may be shown as follows:

Valuation of entire Normal school property in Minnesota.....	\$ 683,000
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Current expenses for year ending 1894.....	84,000
Interest on property invested, at 6 per cent. per annum....	40,980
Interest plus current expenses.	124,980

This last item is what the four normal schools in Minnesota really cost the state per annum. But suppose we assume the current expenses only (\$84,000), the one-half of which (\$42,000) could be saved the state by relieving the normal schools of the unnecessary burden of academic instruction; and we have a respectable sum which may be used for improving high schools, etc., as we shall see further on.

The foregoing statistics show: 1. That the present plan of our normal schools does not supply the growing demand for trained teachers; 2. That the state is paying twice for the same kind and amount of instruction, viz., the academic of the normal schools. Is this necessary? Is it desirable? Let us see.

Our public schools, including the state universities and all schools maintained at public expense, are amply sufficient for all this academic work. They are created and they exist for this express purpose. In them provisions are made, or at least supposed to be made, for every species of scientific and literary instruction, not professional; and much of the more technical sort. And what some of them may lack in means and appliances for this thorough work, or such additional work as is contemplated in the "Report of the Committee of Ten,"

could certainly be supplied from the amount saved annually from putting all academic instruction where it rightfully belongs—in our system of public schools and colleges.

These schools are maintained at an immense public expense, and the question naturally arises, why create another class of schools to do the work already provided for? Why tax the people to pay for that which has been paid for once, in our system of public schools?

The claim that the normal school can do this academic work any better than it can be done in the high school and college, cannot be sustained; and even if it could, our plan necessarily contemplates a standard of instruction equal to the best, making it easy for the pupil to graduate into any of the higher collegiate courses, or into the professional course of the normal school; and all this too without necessarily increasing the aggregate expense of the whole system. And not only so, but by a judicious investment of the amount saved, it will only add to the schools what they really need, in conveniences, in standing, in quality of instruction and in their general make-up, in order to meet the increasing demands for a more practical education, *i. e.* for a more thorough understanding of the branches of study themselves, and through the study of nature in her more practical phases, and the industrial features of education naturally

growing out of this study, reaching to that which is of still greater value, viz., how to apply the knowledge, experience and skill acquired in the schools to the ordinary business of living.

The fact that these studies and their allied sciences are now opening up new avenues of wealth, of thought and language, of culture and enterprise to the world, is one of the most significant features of a progressive age. The earth and all her elements are yielding a revenue, to-day, before unheard of and unsuspected, and largely, too, because her industries are directed by the intelligence and wisdom born of a practical study of nature. Let us therefore have more of it in the schools, and less of the effete worn-out stuff of a hundred years ago, still clinging to our courses of study and to some of our textbooks, muddling the brains of our boys and girls; for with all due deference to, and respect for the wisdom of the past, I here aver that mere knowledge is *not* power, but *a true education is*.

Now, whether the distribution of the funds, at present expended upon separate state normal schools, among the colleges and high schools of the state for the establishment of chairs in pedagogy and normal departments in high schools, will remedy some of these defects in our system of training schools for teachers, and at the same time supply acknowledged defects in our system of public schools, depends altogether, I think, upon the manner in which it is done. It certainly will not do the work we want done unless radical

changes are made both in the organization and the management of these schools—to which allusion has already been made—and the questions naturally enough arise, do they need these changes? Will they bear the additional burden of work with a corresponding increase of means and facilities? And will the normal training schools thus organized and equipped be sufficient to meet the state demands for trained teachers, and be otherwise improved?

We think all these questions can be answered in the affirmative. And if so, we think all will agree that about *now* would be a favorable time to make the trial.

Let us sketch a brief plan which may be altered to suit circumstances to any required number of cases.

I. The high or graded school asking this aid must represent the entire system of state schools, in all grades including kindergarten and industrial schools (the ungraded school has no claim for existence at this day, beyond a reasonable time for its reorganization). All these grades must serve as observation and practice schools for the training of teachers, in which none but the most approved methods shall be used.

II. That none but graduates from high schools and colleges,—both of which shall be first class,—or their equivalents in scholarship and practice, shall be admitted to the purely professional departments of these schools, and then only on the pledge of becoming teachers in some of the grades of the state schools represented by this model.

III. That from one to two years,

or their equivalent, shall be devoted to the study of the principles of education and the methods of teaching, and to observation in the several grades, especially those in which the candidate is preparing to teach. Back studies, or those in which the candidate may be deficient, may be reviewed during a part of this time, in the high school department of this model.

IV. That an equal amount of time shall be devoted to *practice* in all these grades, or such as shall be selected by the candidate, and shall include organization of classes and general management—all under the eye of the training teacher, who should be an expert in his or her department; and that no practice teacher shall be intrusted with ordinary class work, or with independent work of any kind until he or she shall have passed this ordeal of practice teaching, or its equivalent.

V. That graduation in any grade of the normal course shall be based upon ability to instruct, govern and teach, and shall be graded upon, (1) scholarship, (2) the history of education, (3) the principles of education as a science, and (4) actual ability to teach in all that the term implies.

VI. That the state be divided into — normal school districts, and one such liberally endowed high school, or college be selected and established in said district according to public needs; adding to these schools all the necessary appliances to carry out, in full, all the requirements of the foregoing, and all such other improvements as may seem necessary from time to time.

VII. That the state university, or universities, and such colleges

as may be best adapted to work in pedagogy, be selected by state authority, and in each of these there be organized and thoroughly equipped at state expense, a department of pedagogy or chair of paidology, on an equal footing with departments in medicine, law or divinity; where more extended courses may be given, or courses of lectures, as we find in some of the European universities.

This, or something like this, I think, would supply the demand of the state for trained teachers—without which good schools cannot exist, however favorable other conditions may be—and that too, without materially increasing the present public outlay for normal instruction, as found in most states. It would not only enrich and vitalize existing institutions, but, in my opinion, it would be developing the evident possibilities of education, and carrying out the evident intentions of our school system as established in most of the states of the Union.

Now, in conclusion, Mr. Editor, allow me to suggest, since Ohio has waited so long, and so persistently delayed the establishment of a system of state normal schools, that this long waiting may be providential after all—(I did not use to think so, however, years ago, when the fight for them was most urgent,) and that she may now be permitted, here in the midst of so many and so important educational improvements, and, as it were, at the dawn of a new era in educational science and progress, to lead her hosts, and the hosts of education everywhere to a higher plane, and to a realization of the grander possibilities of our present unequaled system of public schools.

WHAT'S IN A NAME?

BY E. M. VANCLEVE.

Those interested will thank the editor of the MONTHLY and President Canfield for the suggestions given in the March number as to closing exercises of high schools. It is gratifying to know that Ohio has at the head of her highest public school a man who is careful to bring into touch with the State University the public high schools; a man of scholarly attainments, yet one who has an enthusiasm not confined to the work of the university alone. And his enthusiasm for "the great scheme of public and free education," beginning with the kindergarten and ending only with the university, has inspired us all with new zeal. The words of such a leader will take on almost oracular force.

The closing sentence of Dr. Canfield's article and the second sentence are hardly in agreement, inasmuch as the former is a distinct "criticism of existing forms and customs." Graduation from the high school is an important matter to many a boy and girl, a goal striven for and reached at expense of his own determination and his parents' self-denial. Why not "commencement" and a "diploma" to make notable in the community this great event in his life? About commencement day should be thrown all the halo of dignity and honor possible, in order that many more may be led to entertain the desire to know its joys. Not the highest motive this, neither is it the lowest; neither children nor

their parents can always be moved to appreciate higher education, and sometimes incentives other than ideal love of knowledge are necessary.

To follow to its logical conclusion the thought of Dr. Canfield's remark that high school "diplomas" are "but certificates that a pupil has passed a certain stage in the great scheme of public and free education, [and] ought to be promptly and vigorously discarded," the commencement of the college ought to be discarded, too, because it is but a ceremony to mark the completion of one step in the great scheme of education, and next is the university; and is not life beyond the university? and is there ever an end to education? What value has a degree that we should seek to own one?

Whatever of value attaches to a university degree, to the college commencement, belongs also in a measure to the graduating exercises of the secondary school. If President Canfield's plan of omitting some of the attractions of the commencement season is adopted one influence will be lacking which is of use in leading the young and their parents to appreciation of higher education. Take away the desire to "go through college" and we who try to keep the grass off the path from the high school to the higher school are robbed of an influence we can ill afford to lose. There's something in a name, after all.

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O. T. CORSON, EDITOR.

MARGARET W. SUTHERLAND,
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Educational Press Association of America.

PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
American Teacher.....	Boston, Mass.
American School Board Journal.....	
.....	Milwaukee, Wis.
Colorado School Journal.....	Denver, Colo.
Educational News.....	Newark, Del.
Educational Review.....	New York, N. Y.
Education.....	Boston, Mass.
Interstate Review.....	Danville, Ill.
Iowa Normal Monthly.....	Dubuque, Iowa.

PAPER.	POSTOFFICE.
Iowa Schools.....	Des Moines, Ia.
Journal of Pedagogy.....	Binghamton, N. Y.
Kindergarten News.....	Springfield, Mass.
Michigan Moderator.....	Lansing, Mich.
New England Journal of Education.....	
.....	Boston, Mass.
Northwestern Journal of Education	
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pacific Educational Journal.....	San Francisco, Cal.
Primary Education.....	Boston, Mass.
Popular Educator.....	Boston, Mass.
Public School Journal.....	Bloomington, Ill.
Pennsylvania School Journal.....	Lancaster, Pa.
Primary School.....	New York, N. Y.
School Review.....	Hamilton, N. Y.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Dallas, Texas.
Teachers' Institute.....	New York, N. Y.
Western School Journal.....	Topeka, Kansas.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

—Will you let me say to the Shakspeare class that in the first line of page 71, O. E. M., they should read not "understandingly" but undeviatingly; and on page 72, weans and wife, not "means." I think the printer has made marvelous few mistakes considering the chances I gave him.—J. J. Burns.

—The Western Ohio Superintendents' Round Table, which was advertised to meet in Dayton, March 5 and 6, has been postponed until April 16 and 17, on account of the smallpox scare. Since the disease is confined to the inmates of the *workhouse* in that city, it is *possible* to draw rather an amusing inference.

—The Educational Press Association of America held an import-

ant meeting at Jacksonville, Fla., on Feb. 19. Ten papers were added to the membership. The officers of the N. E. A. will not authorize the publication of an Official Bulletin for the Buffalo meeting, but will leave the publication of the program and the advertisement of the meeting etc. to the Educational Press of the country where it rightfully belongs.

—We are quite sure that the suggestion contained in the following will meet with a hearty second all over the country. Ohio has special reason to revere the memory of Horace Mann, and it is hoped that May 4, 1896 will be properly observed in many of the schools of the state.

DEPARTMENT OF THE INTERIOR, }
BUREAU OF EDUCATION, }
WASHINGTON, D. C., March 9, 1896. }

To the Editor of THE OHIO EDUCATIONAL MONTHLY, Columbus, O.

Sir:—I presume that the readers of your valuable journal are all aware that May 4, is the birthday of Horace Mann. But perhaps not all of them know that next May 4, is the centennial anniversary of the birth of that distinguished educator. A friend of mine has made what seems to me a good suggestion, namely that the public schools of the land should celebrate by appropriate exercises the one hundredth birthday of one whose influence has been so potent for good in the common schools of the country.

Very sincerely yours,
W. T. HARRIS, Commissioner.

—William G. Smith, secretary of the Educational Press Association of America, recently spent several days at Buffalo in the interests of this association and the coming meeting of the N. E. A. He writes enthusiastically of the place as suitable in every way for the great meeting. Music Hall, in which all the general meetings will be held, accomodates 5,000 people; the hotels have agreed to furnish comfortable accommodations at very reasonable rates, and the Women Teachers' Association, the Principals' Association, as well as the ladies' organizations connected with the various churches of the city, are already arranging for board and lodging at from \$1.00 to \$1.50 per day.

Ohio teachers and their friends should begin at once to prepare to attend this meeting. With a little effort on the part of each, we can again lead in attendance. Supt. L. D. Bonebrake who has been appointed state manager will visit Buffalo soon to select headquarters and make other necessary arrangements. In the May MONTHLY definite information will be given.

LEGISLATIVE NOTES.

The bill amending section 4074, as to the branches of study in which teachers must be examined, so as to read "The History of the United States *including Civil Government*,"

has passed both houses and will go into effect July 1, 1896.

It is the opinion of the school commissioner that this amendment will not affect certificates already issued, but it will be necessary after July 1, 1896, to include, in all lists of questions in U. S. History, some questions in Civil Government. No doubt in the great majority of examinations held since U. S. History was added, lists of questions in that branch have included questions in Civil Government, and the amendment will not greatly change the character of such examinations. It is difficult to imagine a good list of questions in U. S. History which would not include something in Civil Government. *The amendment simply legalizes the "correlation" or "concentration" of two important subjects naturally closely connected, but does not add a new branch to the list.*

Several questions have been asked regarding the renewal of five year certificates, after the amended law goes into effect. Section 4073 provides that under certain specified conditions, five year certificates may be granted, and that they are renewable upon the same conditions without examination, at the discretion of the examining board. It is, therefore, held that it will be legal to renew such certificates without examination in Civil Government, should the examiners see fit to do so, and on the other hand an examination in U. S. History

including Civil Government can be required if thought best. In this matter, examining boards must exercise their discretion.

It must be remembered that the amendment does not make any provision for a *separate examination* in Civil Government after it takes effect, or for a *special examination* in that branch on the part of those now holding certificates, both of which were provided for when physiology including the effects of alcohol etc. was added. After July 1, 1896, the certificates issued should have in the list of branches named *not Civil Government as a separate branch*, but U. S. History including Civil Government.

The bill providing "That all boards of education be authorized and required to display the U. S. national flag upon all school houses under their control, during all day school sessions in fair weather, and to be displayed on the inside of the school house of all other days etc., etc.," is now a law, going into effect on the second Monday of May, 1896.

The bill providing for the repeal of the Workman Law and the reenactment of the old law, which passed the House some time since, has been indefinitely postponed in the Senate.

The *mandatory* free textbook bill has been defeated in the House.

A bill providing for an eight year certificate to be granted, under certain conditions, to applicants

who pass an examination in algebra, botany, natural philosophy, and English literature, has passed the House; also a bill providing that the time and place of holding the two "Boxwell Examinations," and the "Boxwell Commencement," be determined by each board of examiners.

NORTHWESTERN OHIO ROUND TABLE.

REPORTED BY C. A. KROUT.

The Ninth Semi-Annual Session of the Northwestern Ohio Round Table met at Defiance March 20 and 21.

Friday was profitably spent in observing the work done in the schools and in the evening a reception was tendered by the Defiance teachers.

Ten counties were represented and the discussions of the various questions were spirited.

A committee appointed to prepare resolutions expressing the sense of the meeting presented the following:

Resolved, That the ordinary high school commencement should not be supplanted by theatrical performances or a lecture. Simplicity is recommended.

That the standard for admission to the high school should embrace a practical knowledge of the common branches. No one should be admitted to the high school, who on account of lack of proper application, gives evidence of not being

prepared in every branch required; but a pupil may be admitted who fails in only one branch because of lack of ability to comprehend the same, providing he does good work in other branches.

That there should be a minimum class grade and examination grade in determining promotion.

That when a pupil receives a high class grade and invariably falls below the minimum in examination, the teacher's grades are fictitious and the pupil should not be promoted.

That the fundamental operations in arithmetic should be completed in the primary grades.

That the pupils should thoroughly understand the principles involved in each operation.

That more time should be devoted to mental arithmetic throughout the course.

That less attention should be paid to formal analysis.

That objects are necessary only in presenting a subject; the abstract and concrete should go together.

That the will of the child should be approached through the sensibilities; that he should have the notable characters of history held before him to form proper motives; that he should be taught to love and practice the right because it is right and shun the wrong because it is wrong. Teachers should carefully consider the home surroundings of a pupil.

That substitutes should not be employed when the teacher is absent for a day, as the school is demoralized by being placed under the charge of a person to whom the pupils do not feel responsible.

That when a substitute is employed because of the sickness of the teacher the Board of Education should pay the substitute.

That the best teacher refers few cases of discipline to the superintendent and that the successful superintendent refers few cases to the Board of Education.

That the superintendent should give young teachers special instructions with reference to methods and discipline.

The next meeting will be held at Bucyrus during the Thanksgiving vacation.

**THE EASTERN OHIO AND WESTERN
WEST VIRGINIA ROUND TABLE.**

REPORTED BY W. W. BOYD.

The Superintendents and Principals of the upper Ohio River Valley assembled in holy conclave in the auditorium of the Y. M. C. A. Building at Wheeling, W. Va., Thursday evening, March 26, at 8 o'clock. It was evident from the beginning that the meeting would be an interesting one. Mr. J. M. Hammond, Principal of the Union School of Wheeling, was called to the chair. A list of fifty topics on live educational questions had been prepared for discussion. Although the sessions continued until noon,

Saturday, only about fifteen topics were discussed.

"Individuality in School Work" provoked an animated discussion leading to a very general conclusion that the widest latitude consistent with the required results should be given to the teacher. A teacher should be guaranteed the utmost freedom in the use of those methods of work to which his personality and that of the school seem best adapted.

"Where are we at — Educationally?" was a poser. Few knew; all were willing to tell. Some sensible talks, however, in answer to this question showed that there are some things in educational work certain. We are on the road of progress. Step by step, we are solving many of the difficult pedagogical questions that face us. Public schools are advancing and the profession of teaching is becoming more esteemed.

"Vertical Writing" found little favor. The only person who spoke in defense of it claimed that his experience would not warrant him in being very enthusiastic. In fact, his defense seemed to be more in support of his position, he having introduced it into the schools under his supervision, than in the advocacy of the correct principles of the system.

"Busy Work in Primary Grades" called forth some excellent suggestions on methods. Very little sympathy was wasted on much of

the foolishness in vogue for occupying time. A general sentiment prevailed for that busy work which has for a purpose some educational result.

"Have the New Educational Methods a Tendency to Increase Thought Power?" was ably discussed by Dr. Ulrich, President of the Board of Education of Wheeling, who very clearly revealed the fact that many of our so-called new methods are so old that he was taught by them more than fifty years ago. Dr. Ulrich's plain, common-sense talk was in itself evidence that we as school men are not doing all the thinking on educational matters. Much better would it be for us frequently, if we would consider the thoughts and ideas which many of our business neighbors could give us.

"Are Special Teachers Desirable in Music, Drawing, Penmanship and Physical Culture?" led to these conclusions: First, special branches should be introduced by special teachers. Second, special teachers should have control of pupils during the time the pupils come under their instruction. Third, special teachers should be to a large extent responsible for the acquired ability of the regular teacher, after a certain length of time, to teach the special branches. Fourth, special teachers should not be retained longer than the time required to fully instruct the regular teach-

ers in the teaching of special branches.

Ohio was well represented among the active members of the association. About two hundred teachers were present to hear the discussions.

PRIMARY CERTIFICATES.

It is to be hoped that the idea so prevalent a few years ago that any one can teach school, and especially a school composed of the "little folks," is rapidly passing away. Sensible people are each year coming nearer to a sensible appreciation of the fact that to teach school successfully is a difficult thing, and that the work of the primary teacher is especially difficult, calling for a rare combination of the best qualities of both head and heart.

Judging, however, from letters which reach the school commissioner's office, it is quite evident that there are still some persons in the state who think that it is not necessary that the primary teacher should possess as high a grade of scholarship and intellectual development as teachers of the more advanced grades. With this idea in mind they seek from the commissioner such a construction of the law authorizing boards of examiners to grant primary certificates as will justify them in demanding from these boards of examiners not an examination which will *test special fitness for special work, but*

rather cover up special unfitness for teaching in any grade of school. Such requests do not come from the best primary teachers or their friends, but invariably from persons whose whole object seems to be to get certificates with just as little work as possible.

In one instance, an applicant who had never taught a single day and who had shown at several examinations that her scholarship was such that the regular certificate could not be granted, made application through her friends for the primary examination because it *was easier*. Under any fair, reasonable construction of the law, she was not even eligible for examination for a primary certificate.

The law states in section 4074 that persons who desire or are expected to teach only special studies, such as are therein named; or teach in the primary department of any graded school may be examined in such special studies, or with special reference to their qualifications to teach in such primary department only.

It is simply impossible for any one who has had no experience in teaching and no special training for the special work of primary teaching to show in an examination special fitness for such work, and to grant such a special primary certificate to such a person is a violation of the spirit, if not the letter of the law. It was never intended that the standard for primary teachers

should be lowered by carrying out the provisions of this law in such a manner as indicated above, and boards of examiners should not permit any one to persuade them into such action.

In a circular letter issued May 22, 1888, Commissioner Tappan used the following language which shows very plainly his idea of the spirit and object of the law: "If the subject were drawing, the examination should require the candidate to show special skill in teaching drawing; if the work is to be with little children, the candidate should show special qualifications to take charge of and teach little children. This usually requires an experienced teacher. The examiners would not be justified in limiting the scope of their questions to the course of study for the primary grades."

The resolution passed at the last session of the State Association of Examiners "That the primary certificate should be a professional certificate, and should be granted only to those who hold a regular teacher's certificate, and who show themselves skilled in primary teaching, and that such examination should be based principally on the theory and practice of teaching as related to primary work" is a most excellent statement of the real meaning and intent of the law.

But few primary certificates can be granted under this construction of the law, and when granted, they

will be a credit to those who hold them and a just recognition of special skill and success in primary work. If on the other hand, the examination for primary certificates is made so easy as to attract those who can not pass the regular examination, and certificates granted under such conditions not only will the schools be injured, but also a gross injustice done to the scores of well educated and specially successful primary teachers who are decidedly opposed to such unreasonable action.

It must not be inferred from the preceding that there is any lack of appreciation of the difficulties of the work of the primary teacher or of the fact that primary work is of such a nature as to make it more than ordinarily difficult to keep "posted up" for the ordinary examination. The best way for teachers of all grades to avoid the "dreaded grind" which we hear so much about is to make such preparation before beginning to teach, and keep up such systematic study while teaching that their merits as teachers and students will speak for them in such an emphatic manner as to render the seeking of *easy* examinations and other special favors unnecessary. It is the duty of every board of examiners to take into consideration in the examination of every applicant other factors besides the mere answers to questions and all reasonable, fair examiners do this. They have the

power to grant to teachers of primary schools all the leniency that the character of their work merits, but under no circumstances should primary certificates, which should carry with them positive evidence of superior skill and especially successful experience, be granted to persons whose scholarship is poor, experience brief, and success doubtful.

HIGH SCHOOL COMMENCEMENTS.

A firm belief in the value of high school commencements, when properly conducted, an attendance at over one hundred such commencements the past four years with another season near at hand which, from the present outlook, will greatly increase this number, and a request that something be said on the question—all combine to furnish an excuse, if not a reason, for writing this article.

That the commencement, when properly conducted, exerts a good influence upon both the school, and the community in which it is held, can not be seriously questioned by any one who has any knowledge on the subject. If no other good come from it, the opportunity furnished once a year to the people to give evidence of their latent interest in public education is of itself sufficient reason for holding such exercises.

The important question to consider is not whether commencements shall be held,—they have

come to stay—, but how shall they be conducted so as get from them the greatest amount of good for all concerned with the smallest amount of waste of time and energy?

In the first place it should never be forgotten that the public schools belong to the people and that they exist for the children. The commencement should *not*, therefore, be an occasion for attempting to show results which every sensible person knows can not be produced by children. Such attempts have done much to create the impression existing in some communities that they are training schools in dishonesty and deception. The reason for abolishing the commencement, given by some, that the dread of preparing the final productions drives some pupils out of school and either makes life miserable to all the others or leads them to plagiarize in their preparation, is not very complimentary to the work of the schools in general. Should not a pupil who has had eleven or twelve years of training be able to prepare and deliver a five minute production without any great degree of anxiety or embarrassment? If he can not do this there is certainly something radically wrong with the system in which he has been trained, and instead of abolishing the commencement, the inferior work in language training should be abolished, and the pupil be so taught all through his course as to enable him both to think, and to express

thought in plain, correct, vigorous language. This reform is needed not only in some of the public schools, but also in many colleges and universities. If pupils be properly and persistently taught, all through a course of eleven or twelve years, both the importance and the art of expressing themselves clearly and forcibly, there will be no greater dread of the graduating exercises than of the final examination in any other branch which has been carefully studied and systematically taught. Let there be a reform, therefore, not in dispensing with the commencement, but in better language teaching, all through the schools.

While there has been a great improvement in many commencements, within the last few years, in the character of the subjects selected, there is still room for reform in this important matter. It is true that "My Italy" which used "to lie over the Alps" at so many commencements, is not referred to as often as in the days gone by; "No Night—No Stars" is not so often the subject of tearful eloquence, and fewer "Hitch their Wagon to a Star," but it is no uncommon thing nowadays for some boy of seventeen to attempt to settle the currency question in a five minute speech, or some girl just sweet sixteen to act as a committee of arbitration between labor and capital. Next in importance to proper training in language comes the proper

selection of a subject. In this the teacher should generally suggest and sometimes, if necessary, command.

Given a pupil carefully trained all through his course in expression, and a subject judiciously selected to suit the natural bent of his mind, and his reading, and the two essential factors in the commencement production are found. At this point a protest is entered against naming these productions either essays or orations. If definitions of oration and essay were to be made up from what is usually seen on a commencement program, and at the commencement itself, they would read something like the following:

An oration is a production *spoken by a boy*.

An essay is a production *read by a girl*.

In many of the best schools, the terms, oration and essay, do not appear on the program at all, but simply the subject.

In the preparation and correction of commencement productions, the teacher should act as a guide and friendly critic, in very much the same manner as in other studies in school, the aim being to save all the individuality of the pupil that is worth saving, and at the same time eliminate whatever of error, or objectionable features of any kind, may exist. It is perfectly natural that a class of pupils studying the same branches under the same teacher or teachers, should tend to

use the same illustrations, and care should be taken to avoid needless repetitions and too frequent historical allusions. One of the biographers of Daniel Webster relates that when president Harrison came to Washington to be inaugurated, he brought with him his address all ready, as he supposed, for delivery. Webster read it over and found that it contained so many allusions to Roman history, that it was absolutely necessary to make several important changes in it. This was, as every teacher who has corrected commencement productions will readily understand, an unpleasant task, and Webster returned to his boarding house in the evening looking very much fatigued. His landlady noticing his wornout appearance asked if anything had happened. To this Webster replied: "You would think something had happened, if you knew what I have done. I have killed seventeen Roman Proconsuls."

Who, that has attended many high school commencements, has not wished that in some instances seventeen or more American and English statesmen had been killed off in the same manner?

It ought not to be necessary even to mention that the commencement exercises should *always begin on time* and that each exercise should be *short*. The fact, however, that over nine-tenths of the commencements attended the *past*

four years *did not begin on time*, and that in too many instances each exercise *was entirely too long* leads to a few suggestions at this point. To say the least there is something very inconsistent in preaching *promptness* to pupils for ten or twelve years and then at the very first opportunity — just as they are entering life's school, give them an object lesson in *tardiness*. Let the commencement, on the other hand, be an object lesson to all the pupils, and the entire community of promptness and system. The universal fault found with the average commencement is that it lasts too long, and in the great majority of instances the criticism is just. There is no reason why any member of the class should be permitted to occupy more than five minutes, and usually three minutes are enough. By beginning on time, and making all the exercises, including the opening prayer, and the music, brief, it is possible to graduate a large class, with each one taking part, and yet not make the evening a wearisome one. This is certainly preferable to omitting exercises on the part of the pupils, and having in their stead a long prosy lecture by some one who totally fails to realize the opportunity offered for making a plain practical talk that ordinary people can comprehend, but who too often attempts to gain a reputation for deep thinking by an oratorical effort

meaningless both to himself and the audience.

If the training in language every day throughout the course be what it should be; if the exercises be brief and simple—in keeping with the age and ability of the pupils; if everything connected with these exercises be conducted so as to teach promptness, precision and system, not only will those who are finishing the work be benefited, but the pupils in the lower grades will be encouraged to persevere, and the whole community will be educated each year to a higher appreciation of the value of their schools, and thus led to consecrate themselves more fully to their interests.

FIELD NOTES.

—The following topics were on the program for discussion at the second meeting of the Cuyahoga County School Superintendents' Club held at the Forest City House, Cleveland, Saturday, March 7:

1. High school courses of study.
2. Of what value are public school libraries?
3. How much of elementary science work should be done below the high school?
4. To what extent should the superintendent make himself felt as a governing factor in the grades?
5. School entertainments; when and how often should they be given?

—An interesting session of the Fayette County teachers' association was held at Washington C. H., March 7. Several papers were read; the "Physiology of the Brain" was given by Dr. Scott Fulton, and "Recitations" were rendered by Dr. John C. Ridge of Cincinnati.

—Hon. John B. Peaslee delivered an address on "Ohio" at the March meeting of the Hamilton County teachers' association. A paper was also read by W. T. Swaim on "The Old Log School House."

—Fully five hundred teachers, directors and friends of the public schools were present at the Darke County teachers' association held at Greenville, February 29. At the forenoon session, Rev. C. L. Conger of the M. E. Church of that city made a most excellent address on "Why, How, and What to Read?" We sincerely wish that every teacher and parent in Ohio could hear it. This was followed by a very interesting and practical talk by Supt. C. W. Bennett of Piqua on "School Management." At the afternoon session, Supt. Bennett discussed "Township Organization" in a manner very helpful to the large number of directors present. The editor followed in a talk expressive of his views of "A Good School Board."

—The *Bellevue Gazette* speaks in high praise of The Loan Exhibition of their public schools, held Feb.

21 and 22. The attendance of citizens reached nearly six hundred, and the net proceeds amounting to over \$50 will be applied to the purchase of books, pictures, and apparatus.

—The manual of the public schools of Mendon, Ohio, indicates the thorough organization and successful management of W. E. Kershner, principal of the high school, and superintendent of the township.

—Supt. Henry G. Williams of Lynchburg has issued a pamphlet containing rules and formulas for mensuration.

—The board of education of Mansfield has published a very helpful catalogue of books and recommended courses of reading prepared, under the supervision of the librarian and Supt. Lyon, for the purpose of directing the reading of the pupils in the public schools of that city.

—Principal I. M. Jordan of Chillicothe writes enthusiastically of the teachers' association held at Chillicothe, Feb. 29. Several very interesting papers were read, and an address was delivered by President J. W. Simpson of Marietta College on "The Value of an Education." The "Workman Law" was freely discussed and a resolution protesting against its repeal was unanimously passed.

—Supt. W. E. Painter of Utica

has not only succeeded in doing most acceptable work in the schools but has also conducted a very successful lecture course which is highly appreciated by all the citizens.

—The schools of Concord township, Ross county, are rapidly improving under the supervision of W. W. Staats.

—The teachers of Mercer county were present in large numbers at their association held at Celina, March 7. Supt. L. D. Bonebrake of Mt. Vernon made two talks on the "History and Development of Educational Ideas," and the editor discussed "School Sentiment" and tried to answer questions.

—We had the pleasure of attending the Morgan county teachers' association at Stockport, March 14. The papers read were of a practical nature, and the discussions pointed and interesting. The members of the township board of education held their meeting at the same place on that date but refused to accept the urgent invitation sent them to meet with the teachers at the afternoon session. It is sincerely regretted that in some sections of the state there does not exist that spirit of sympathy and cooperation between teachers and members of the board without which the best schools are impossible.

—We are under obligations to I. N. Keyser, principal of the Urbana

high school, for some very fine specimens of "X Ray" work. The electrical part was done in the high school, and the photographic part by a graduate of the same school.

—The county examiners of Stark county are doing good work in the interests of the country schools by sending to the members of the different township boards a circular letter setting forth the benefits of organization, course of study, and supervision.

—At a recent meeting of the trustees of Kenyon College, William F. Pierce, at present professor of philosophy and history in that institution was selected president. Prof. Pierce is a graduate of Amherst, and formerly held a position in Ohio University at Athens. He is young, scholarly and energetic, and will no doubt ably fill the important position of president. President Sterling, whom he succeeds, will remain in the faculty as professor of philosophy and ethics.

—Supt. J. D. Simkins of St. Marys is justly proud of the very rapid growth of their high school the past three years and attributes it all to the remarkable success of the principal, Miss Ida M. Windate. The Juniors of this school gave a very interesting entertainment on March 27.

—The Sandusky county teachers held a very large and enthusiastic association at Fremont, March 28.

The following program was carried out:

The Country School and Teacher,
Mr. G. S. Fry, Fremont.

Paper, Supt. G. M. Hoke, Clyde.
Address, School Sentiment, Commissioner O. T. Corson.

Song, Mrs. H. G. Stahl.

First Grade Busy Work. Illustration by Miss Millis' Pupils.

Address, Alaska, Its Purchase and Wealth, Supt. C. C. Miller, Lima.

Piano Solo, Miss Kate Beilhartz.

Paper, A Plea for the Anglo-Saxon, Mr. M. M. Elliot, Fremont.

Discussion.

Song, Miss Laura Neiss.

—Walter S. Goodnough, director of drawing in the Brooklyn public schools, who did so much to bring the Columbus schools to the high position they now hold in drawing, is still winning honors in his chosen field of work. As president of the New York State Art Teachers' Association at a recent meeting he made a very fine address. Mr. Goodnough is one of the associate editors of *Art Education*, published in New York. His Ohio friends will always rejoice at his success.

—Supt. L. D. Bonebrake writes as follows: I wish to submit to our friends of the MONTHLY family an inquiry. Are there two townships in Ohio which can show better library results than Morgan and Pleasant townships, Knox County, as the result of twelve months' agitation? Morgan township has five district schools. In each of them there is a nice library case capable

of holding from 100 to 250 books. In each of them at present there are about 75 books, admirably suited to the needs of boys and girls. In Pleasant township, in addition to good cases for the books, the districts have books as follows: number one, 52 books; two, 52; three, 46; four, 60; five, 58. In other words there are approximately 600 choice books being read by the boys and girls, and the fathers and mothers *and the teachers* in these ten school districts. And these are not all the country schools that have libraries in Knox county either. Can we claim the red library ribbon, Mr. Editor?

—The commencement season is at hand. On March 27, the Milan High School graduated a class of nine. April 1, Bethel Township, Miami County, High School graduated five boys and three girls.

BOOKS AND MAGAZINES.

American Book Co., Cincinnati, Ohio:

Old Stories of the East, by James Baldwin. Volume VI. Eclectic School Readings. Linen, 12mo, 215 pages, 45 cents.

La Tache du Petit Pierre, by Jeanne Mairat. Arranged for reading classes by Edith Healy. [Modern French texts.] 12mo, boards, 140 pages, 35 cents.

Weiland, aus Goethes Gedächtnisrede. [Germania Texts, No. 8.]

Edited by A. W. Spanhoofd. 16mo, paper, 24 pages, 10 cents.

Psychology and Psychic Culture, by Reuben Post Halleck, A. B., (Yale,) Instructor in Psychology, Male High School, Louisville, Ky. 12mo, cloth, with many diagrams and full index. 368 pages, \$1.25.

English Grammar, for the use of High School, Academy and College classes, by W. M. Baskervill, Professor of English, Vanderbilt University, and J. W. Sewell, Fogg High School, Nashville, Tenn. 12mo, cloth, 349 pages, 90 cents.

School Recreations and Amusements, a companion volume to King's School-Interests and Duties. Prepared especially for Teachers' Reading Circles, by Chas. W. Mann, A. M., Dean of the Chicago Academy. 12mo, cloth, with several outline illustrations and full index. 352 pages, \$1.00.

Selections from Viri Romae. Edited by Robert Arrowsmith, Ph. D., late of the Teachers' College, New York, and Charles Knapp, Ph. D., Instructor in Latin, Barnard College. 12mo, cloth, 217 pages, 75 cents. The same, text edition, 12mo, paper, 79 pages, 25 cents.

An Introduction to the Study of American Literature, by Brander Matthews, A. M., LL. B., Professor of Literature in Columbia College. A new book on an original plan, treating fully of Franklin, Irving, Cooper, Bryant, Halleck,

Drake, Emerson, Hawthorne, Longfellow, Whittier, Poe, Holmes, Thoreau, Lowell, Parkman, in separate chapters; and of the Colonial Period of minor writers, and of the end of the nineteenth century in other sections. With 67 illustrations—portraits, residences, fac-similes of manuscripts, etc. Carefully prepared questions by Dr. Douglas, of the Brooklyn Boys' High School. Notes on desirable books, biographies and criticism, together with a brief Chronology of American Literature from 1607 to 1895, and a full index. 12mo, cloth, 256 pages, \$1.00. (See advertisement in this issue.)

Eldredge & Brother, Philadelphia.

Civil Government of the United States and Ohio, by Francis Newton Thorpe, professor of constitutional history, University of Pennsylvania, and George Wells Knight, Ph.D., professor of history and political science, Ohio State University. [See advertisement in this issue.]

Ginn & Company, Boston, Mass.
Classics for Children.

Grimm's Fairy Tales, Part II.
Mailing price, 45c.

The Adventures of Hatam Tai, translated from the Persian by Duncan Forbes. Revised and edited by William Rouseville Alger. Mailing price, 50c. [See advertisement in this issue.]

Harper & Brothers, New York City.

Methods of Mind-Training, Concentrated Attention and Memory, by Catharine Aiken.

Houghton, Mifflin & Co., Boston, Mass.

Riverside Literature Series, No. 91 (Quadruple Number.) *Hawthorne's House of the Seven Gables*. Price 60c.

Numbers 89 and 90. *Swift's Gulliver's Travels, The Voyages to Lilliput and Brobdingnag*. Price 40c. [See advertisement in this issue.]

March Brothers, Lebanon, Ohio: Geographical Spice, a Manual for the Use of Teachers, by Eliza H. Morton, author of Potter's Series of Geographies.

Silver, Burdett & Company, New York City.

A History of American Literature—a textbook for schools and colleges, by Fred Lewis Pattee.

Elements of Civil Government—a brief course for ungraded, grammar, and high schools, by William A. Mowry, Ph.D.

The April *Forum* is an interesting number. "The Cathode Ray,—Its Character and Effects," by Prof. Arthur W. Wright of Yale University; "Teaching—A Trade or a Profession?" by President Schurman of Cornell University, and "Deficiency of Revenue the Cause of our Financial Ill," by Senator Sherman, claim our attention.

The *Atlantic Monthly* for April gives the second paper upon "The Case of the Public Schools," by Fred W. Atkinson, Principal of the High School, Springfield, Mass.

His paper has the suggestive title, "The Teacher's Social and Intellectual Position." Dr. T. C. Mendenhall, a friend of many Ohioans, has a paper on "The Alaska Boundary Line."

"The Old Olympic Games," by Prof. Allan Marquand of Princeton University, is the opening article in the April *Century*. "Four Lincoln Conspiracies," by Victor Louis Mason of the War Department; "Who Are Our Brethren?" a paper on sociology, by W. D. Howells, and other interesting articles complete the number.

Harper's Magazine for April contains the closing chapters of the "Personal Recollections of Joan of Arc;" Mr. George W. Smalley in a paper on "Mr. Lowell in England," gives a personal view of his development while in London and also exhibits him in a new light, that of a social lion.

The bright boys and girls will have a pleasant task when the April *St. Nicholas* reaches them. They will, no doubt, be especially interested in "About Flying Machines."

The *Arena* for April is full of interest. The fourth paper on "The Telegraph Monopoly," by Prof. Frank Parsons, and "Man in His Relations to the Solar System, A Subject for Reexamination," by J. Heber Smith, M. D., are worthy of special notice.

"The Future State and the Condition of Man in it" is the subject of a series of very interesting articles by Rt. Hon. W. E. Gladstone now appearing in the *Arena*. The April number of this magazine is a very valuable one.

The *Review of Reviews* always contains an accurate summary of the news of the world.

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No. 5

PICTURES FROM THE PAST.

BY W. H. VENABLE.

The poet John James Piatt being requested by a genial committee-man to prepare the annual poem to be read before the Western Association of Writers, asked, hesitatingly, "When will the convention meet?" "Not until six months from now," was the reply. "Well then," murmured the poet, half to himself, "I think I can promise; one may safely promise *anything* six months ahead."

So thought the present writer, when, perhaps half a year ago, he pledged the editor of the Monthly, and that in black and white, to supply some desultory sketches describing the state of affairs, physical, social and especially educational and literary, in southern Ohio, as recollected in manhood by one who, in the character of a native "Buckeye boy," may claim, like Tennyson's Ulysses, to be a part of all that he has met or seen.

An intrinsic value attaches to even the humblest fact of life or history, truly recorded. Perhaps there is no other book of its kind, more readable and more likely to retain vital interest than Henry Howe's "Ohio," a collection of simple, unpretending, but genuine and sympathetic descriptions and anecdotes, not invented, but drawn from personal observation. A more special and exquisitely artistic study of life as it actually was in Ohio a half a century ago, is furnished in Howell's almost perfect delineation, "A Boy's Town," being a photographically exact reproduction of the experiences of a sensitive boy, in the town of Hamilton, in the early days of Butler county. Mr. Murat Halstead has written a series of delightful reminiscential papers, all too few, giving graphic memories of country life at "Paddy's Run." It is from material

such as the faithful and loving pen of such eye-witnesses, saves from oblivion that the authentic story of our states shall be made by historian, novelist and poet.

The recollections here put in words are, for the most part, derived from scenes, persons and events, belonging to Warren county, Ohio. The name Warren instantly recalls the hero slain at Bunker Hill, and suggests the influence of revolutionary patriotism as prompting the nomenclature of new states, counties and towns. The county of Warren was a subdivision of the great county of Hamilton, and one of the townships of Warren was called after General Wayne. The soldiers and statesmen of the old Thirteen have their lasting monuments in the geographical names which commemorate them. Warren county was organized in 1803, but its capital town, Lebanon, was started, in the spice-brush scented forest, beside Turtle creek, a few years earlier. It is worthy of note, in connection with the history of schools, that the man who, in partnership with John Reily, opened the first school in Cincinnati, and occupied the first school-house built in Ohio, Francis Dunlevy, taught the first school in Lebanon and helped to build his own school-house on Turtle creek.

The earliest recollections of my boyhood, in Wayne and Clear Creek townships, date from as far back as 1839, when, like Miranda

in "The Tempest," I was "not over three years old." I recall easily, nor can I ever forget the impression made upon my childish senses, by the noisy, bustling multitudes assembled in some grove, near Lebanon, to hurrah for Harrison and to hear him make a stump speech. This mass meeting must have been held within the period of the "log-cabin and hard cider campaign of 1839-40." My father, an old-line Whig, had named his elder son John Quincy, after the second Adams, and had bestowed on me his youngest, the double name. William Henry, thus dedicating me in his zeal, to the doctrines of General Harrison. My parents took me with them to this Lebanon Whig meeting, and my most vivid recollection of the day is that my father held me up in his arms so that I might see over the heads of the people, the Hero of Tippecanoe who, surrounded by flags, was speaking from a platform. I can hardly be expected to repeat what the general said, though no doubt he was eloquent in favor of a protective tariff, the national bank, and internal improvements. What I do seem to retain as a fixed concept is the lively image of a tall, slender man, making a good many gestures and talking very loud to a very noisy concourse of excited men. After the address was ended I was taken up to the platform and introduced to the distinguished gentleman whose namesake I had

the honor to be, who very affectionately patted me on the head, thus convincing my mother of his excellent political and social fitness for the chief magistracy. For a long time after that memorable

day, I wore a Tippecanoe medal stamped on one side with a portrait of Harrison and on the other, with a miniature log-cabin, a relic which is now in possession of the Historical Society of Ohio.

LANGUAGE LESSONS. — No. 4.

BY MARGARET W. SUTHERLAND.

Although language lessons should not be turned into grammar lessons before the child is ready for a subject that requires powers of abstraction somewhat developed, there is an important exercise in language in which we may as well use the terms of grammar as any other terms. Perhaps it is known by a great many of my readers that I am an earnest advocate of calling things by their right names. When a child has the idea of a noun, it is as easy for him to call it a noun as a *name-word*. He can be led to the idea of a verb and then to a use of the word *verb* which will be much more correct than the use of *action-word*. But the exercise to which care should be devoted early in the child's course in language study is that of changing the subject of the sentence from the singular to the plural number and making the corresponding change in the predicate. This should be continued until the

correct form is a habit. When the teacher makes or selects sentences, each one should have some value in the way of information or inspiration; and when the children are led to make sentences, they should be such as call for some exercise of the powers of observation, memory, imagination, or reasoning. By proper questioning, proper guidance, on the part of the teacher, the making of sentences can be a valuable exercise for the pupil.

Children may be taught the proper use of the apostrophe to denote possession. I have seen careless work in teaching this when in the superintendent's course of study it was placed to be taught. This bad teaching came in some instances from the source of much poor teaching,—the not realizing that all subjects have a logical and a pedagogical order of presentation. The teacher ought always to study out the logical not for a day's

lesson, but for the division of the subject; and the pedagogical order for the day, with some looking toward the more distant future. In this particular exercise we have first to teach the use of 's when the noun is in the singular number; second, the use of the apostrophe when the plural ends in s; and third, the use of 's when the plural ends in some other letter than s. It is plain to the thoughtful teacher that the pupils will have much more occasion to use the first construction than the others. The plural possessive is not very common in good writing, some other form of expression being so often preferable. But children cannot wait until they come to the formal rule in grammar to learn correct forms of writing. In everything it is so much easier to form a correct habit from the first than to break a bad habit already formed.

When the teacher is ready for this special language lesson, she may pick up a book from a child's desk and ask "Whose book is this?" and write the answer on the blackboard. Her question must not be that which I once heard from an experienced teacher, "To whom does this book belong?" Several other questions should follow: "Whose pencil is this?" "Whose hand do I hold?" etc. After a number of sentences have been written properly on the board, the majority of the children will see the use of the apostrophe, and may be told its

name if they do not know it. The teacher should then ask some questions that will require the use of the possessive in the answer and have the answers written on the slates, without oral answers. Call some children to the blackboard to copy what they have written and let the class decide upon the correctness of the sentences. Let the class have just as many lessons on this first form of the possessive as are needed; say nothing of the very rare exceptions to the rule at this stage of the work. Children will not have occasion to write "for Moses' sake"; and their teachers ought to know that Holmes's Poems, Dickens's History, etc., are correct.

When the teacher is ready to teach the form of the possessive plural when the noun ends in s, she should write some good sentences on the blackboard putting the apostrophe in its proper place and lead the children to the rule from the inspection of the sentences. Then she should dictate sentences in the writing of which the children will at once put into practice what they have learned. The reason that the teacher should make or select sentences here instead of leaving the formation of the sentences to the pupils is to keep them from the awkward sentences that otherwise might be written. In teaching the third form mentioned above, similar exercises will be helpful.

While it is true that at present

there is considerable latitude in punctuation, yet I think it will be found that there are some customs almost invariably followed by the writers or editors of our best magazines and by the leading publishing houses of the present day. It is the duty of teachers to study punctuation from such sources rather than from the back pages of cheap composition books.

A useful exercise for children in the second or third year of school life is the making of summary statements. While learning to do this, they are at the same time learning that the comma is placed between the successive terms of a series. In this exercise, be careful so to shape your questions that you will receive answers that can be summarized. Bring one or two children to the board to write, while the others write on slates or paper. Ask questions about some familiar animals or plants, "What can the dog do, Charley?" "Mary?" "James?" "Clara?" After four good, short sentences have been written, step to the board and ask the children to put into one sentence what they have told in four sentences; and when they have given a good sentence, including all that has been told, write it, placing commas where they belong. Have a flower or plant before the class and call on several children to tell you something about it. Let each sentence be written as soon as given. Then

try the children at combining the three or four sentences into one. Dictate a number of sentences containing a series of terms. Lead to the rule for the comma, and see that you do not make the mistake of teaching that "the comma takes the place of *and* and that it should be omitted between the last two terms of a series if *and* is used." This error is much more common than it ought to be.

Pupils often reach the high school with the idea that a comma should always precede a relative clause. The pupils in the grammar schools and the older pupils in our ungraded schools can certainly be taught the difference between restrictive and explanatory clauses and that in the first case the comma should not separate the pronoun and its antecedent and in the second case the explanatory clause should be preceded and followed by a comma. Little children make clearer writing when they use short simple sentences. Select for the inspection of older pupils such sentences as the following from Lowell: "God is the only being who has time enough; but a prudent man, who knows how to seize occasion, can commonly make a shift to find as much as he needs." Pupils will see that the clause "who has time enough" is necessary to complete the sense of "being"; while the clause "who knows how to seize occasion" is not necessary

to the sense, although it adds more meaning to the expression "prudent man."

To teach further simple rules of punctuation, the making of paragraphs, etc., take the best selections in the readers and study them with the pupils. Occasionally have two or three choice paragraphs from a good author dictated and lead the

pupils to the principle which has guided the writer in his division into paragraphs.

Even what I have called the "mechanics of language" will afford interesting work for teacher and pupils if carefully and intelligently planned before the hour for class work.

DIRECTIONS FOR COLLECTING AND DRYING PLANTS, AND MAKING AN HERBARIUM.

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If all the plants of every region of the globe were at hand, and in suitable stages for study, every day in the year, it would scarcely be necessary to make collections and to form herbaria.

In that case, fresh material of all kinds would be available at any time and would be used in preference to the dried specimens and the portions kept in alcohol or other preservative fluid. But such conditions do not obtain and hence the necessity of collecting, pressing, drying, and mounting plants.

A collection of flower tops and leaves may form a pleasant memento of a "course" in botany, but it is in no sense a herbarium; it would be absolutely worthless to a student of botany.

The herbarium specimens should be fairly representative of the spe-

cies. In most cases but one specimen would be taken, but that should be an average one—not a dwarf nor an overgrown one, but as nearly as possible a typical or normal specimen.

If there is great variation in size or other characteristics, it would be desirable to collect several specimens illustrating the same. When growing in different soils, under different exposure, etc., many differences or variations in the plant may appear. The greater the extent of peculiarities shown by the specimens, the more useful the herbarium.

Abnormal specimens or monstrosities whenever found should be taken without fail. These are often important in Systematic Botany, and are usually of significance in Morphology.

Ferns should be collected when in fruit, which may be recognized as the peculiar and especially modified fertile frond (leaf) in case of *Botrychium*, *Osmunda*, *Onoclea*, etc. But in most of the common species, the fruit or spore-cases (*sporangia*), grow on the under side of the leaflets or portions of the frond, and can be recognized as soon as they appear.

The Club-mosses have the spore-cases in the axils of the ordinary leaves, or of the bracts near the end of the stem. The Scouring Rushes, or Horsetails (*Equisetum*) produce spore-cases in terminal conical or spike-like scaly bodies. When these are developed, herbarium specimens should be collected.

All other common plants, i. e. the flowering plants, should be collected when in flower and fruit. In the great majority of cases, a properly selected specimen will furnish the parts necessary since the ripe fruit is not essential.

The entire plant should be taken when possible. In many cases there are root-leaves that are different in shape and size from the stem-leaves, and of course they must be retained. All of the roots are not needed, but enough should be kept to show their character. When the plant has a bulb, tuber, or rhizome, it should remain attached and form a part of the specimen.

If the stem is elongated, like the culm of most grasses, slender her-

baceous plants, etc., it can be bent (broken but not severed) so as to be accommodated on the mounting sheet. The standard size of the latter is 16½ inches long, and 11½ inches wide. A strip of paper with a longitudinal slit can be slipped over the bent portion of the stem to keep it in the desired position until dry, when it will be no longer needed. No portion of the stem should be cut out and discarded.

If the flower precedes the leaves in any species, specimens must be collected at two different times; the first showing the flowers and the latter one showing the leaves and fruit.

Two specimens will also be required when plants have staminate and pistillate flowers, but the two can usually be attached to one and the same herbarium-sheet.

Portions only can be preserved in case of such large herbs as the Poke-weed, Hemp, Sunflower, Wild Cucumber, etc. If there are radical leaves, or if the lower leaves differ from the upper, they should also form a part of the specimen. In case of shrubs and trees, twigs with flowers and leaves are to be used for herbarium specimens. But they should in all cases be at least fifteen or sixteen inches in length.

Fully developed fruits are essential in case of several families of plants—particularly the Mustard, Parsley, Sunflower and Sedge families.

Bulbs, tubers, thick rhizomes and

sometimes thick stems can be advantageously sliced away on the under side. The specimens will then dry more quickly, and they can be more securely glued to the herbarium-sheets.

If a long excursion is to be made, a collecting box will be needed. In fact, delicate plants often wilt in a few minutes unless placed under cover to prevent evaporation. A plant-press can be taken into the field, but usually a person prefers not to be encumbered by anything more than a light collecting-box. The latter should have a close-fitting lid, and be convenient to handle. A tin box fifteen to twenty inches long, oval in transverse section, with the lid occupying the major portion of one side, is perhaps the most serviceable and a comparatively cheap vasculum. A handle can be soldered on the middle above, and rings attached at the ends for fastening a strap to be thrown over the shoulder. But expense may be avoided by using a pasteboard box, say a long envelope box, to be discarded for another after a dozen trips.

Having the fresh plants at home, they should be prepared at once for pressing and drying. Papers for dryers should be cut $16\frac{1}{2}$ by $11\frac{1}{2}$ inches. Old newspapers may be utilized, but the soft felt-paper used by builders is much preferable, and costs only three or four cents per pound. Do not lay the specimens directly on the dryers, but put them

in folded sheets of thin paper. These folded specimen-holders should be cut $11\frac{1}{2}\times 16\frac{1}{2}$ inches, the size of the sheets on which the specimens are ultimately to be mounted.

A little attention should be given to the appearance of the specimen when laid in press, the object being to show the several parts to the best advantage, and, above all, to have a specimen when finished that will look as life-like as possible. Large leaves should be straightened, if necessary, and other parts disposed so as to give the best result. Occasionally some of the leaves, especially mutilated or imperfect ones, can be advantageously removed. This should be done when the leaves are so numerous as to lie on each other, concealing those below.

A temporary label should be placed beside each specimen. This should always give the exact date and place of collection and the collector's name. If the botanical name of the plant is known, that also can be added. Miscellaneous notes in regard to habit or peculiar characters of the plant can often be added with propriety.

When all the specimens are placed on top of each other with three or four dryers (or more if the specimens are succulent or contain much moisture) intervening throughout, the pile is to be subjected to moderate and continuous pressure.

After twenty-four hours, or less time, the dryers will have absorbed considerable moisture and therefore should be exchanged for dry ones. This changing of dryers should be attended to daily until the species are thoroughly dry, when they may be removed, (still lying in the specimen-holders) from the press, and are ready for mounting.

A satisfactory press will be a matter of considerable moment. Two plans are recommended, each having some advantages. The simplest plan is to secure boards $16\frac{1}{2}$ by $11\frac{1}{2}$ inches, one to be placed at the bottom and the other at the top of the pile of specimens and one, two or three at intervals between the dryers according to the size of the pile and the character of the material in reference to moisture contained. For weight, use a good sized stone or two or three smaller ones. A shallow box with sand or pebbles, is perhaps still more convenient. A press of this kind secures uniform and continuous pressure, and is not expensive. Under no circumstances use a screw press; many specimens will be ruined by too much pressure, and besides, the pressure becomes less as the pile of specimens gradually loses moisture.

For ease of handling, convenience at home and in the field, neatness of appearance combined with efficiency, a slat and cord press is to be recommended. This can be

made of wooden strips $16\frac{1}{2}$ inches long, $\frac{1}{8}$ inch wide, and $\frac{1}{8}$ inch thick, with cross pieces 13 inches long, $\frac{3}{8}$ inch wide, and $\frac{3}{4}$ inch thick. About seven of the slats placed equally distant from each other should be nailed to four of the cleats or cross-pieces, $\frac{3}{4}$ inch of each end of the latter projecting beyond the outermost slat on either side; the press will therefore be $11\frac{1}{2}$ inches wide exclusive of the projecting ends of the cleats. One of the cleats should be at each end of set of slats and the other two placed equidistantly between. Seven slats and four cleats similarly nailed together would form the other side, or half of the press. To secure the necessary pressure on the specimens, pass strong cords, one on each side, attached to a cleat end, continuously over the upper and lower projecting ends of all the cross pieces. In each a shallow groove can be filed or cut to receive the continuous cord and a belaying pin, a clip, a groove sawed in the projecting end, or other device added to secure the free end of the same.

To make the press still more efficient, "ventilators" might be inserted, one, two or more according to amount in the press and the quantity of moisture or sap in the specimens. The ventilators, $16\frac{1}{2}$ inches long and $11\frac{1}{2}$ inches wide, can be made of slats of same dimensions as those used in making the press; use fourteen of them in

two equal series, one above the other, between which place four cross pieces $\frac{1}{2}$ inch square and $11\frac{1}{2}$ inches long, disposed to correspond in position with the four cleats on each half of the press. Such ventilators can, of course, be used advantageously in any kind of press.

The slat and cord press can be made by any one with very little expense. But persons desiring ready made presses, also dryers, mounting sheets, blank labels, collecting boxes, etc., are referred to H. E. Brown & Sons, (Columbus) who prepare outfits according to above suggestions, and whose charges for the same are very reasonable.

Specimens when dry are ready to be mounted or to be sent away in exchange. When collecting for the herbarium, several specimens of each species should be laid in the press. If the plants are very small, two or three, in fact whatever can be neatly accommodated on a species-sheet, should be considered as one herbarium specimen.

Specimens can be sent by mail more cheaply than by express, unless the package is very large or the

distance short. In either case secure the package by heavy pasteboard on each side, the whole wrapped in manila or other strong paper. The name and postoffice of the sender should be written on the outside of the package.

At the end of the collecting season, the specimens should be permanently mounted. The species-sheet should be of a good quality of white calendered paper, cut $11\frac{1}{2}$ by $16\frac{1}{2}$ inches. On these the specimens are to be fastened with glue; a good quality of liquid glue should be used. Thick ends of twigs, etc., should be further anchored by very narrow, short slips of white silk court plaster.

A label written in ink, giving the scientific name of the plant, the date, locality and name of the collector, should be fastened to the lower right-hand corner of the species-sheet. All the sheets holding species of one and the same genus should be put in a folded genus-cover made of heavy manila paper. Outside on the lower left hand corner of this—which should be opposite to the free edges—the name of the genus is to be written. The arrangement of the genera in proper sequence completes the herbarium.

PROMOTIONS.**BY CAREY BOGGESS.**

Justification for continued discussion of the promotion of pupils in public schools is had in the truth that the subject is of prime importance to the pupil, to his parents, and to the public.

Not the quality of the text-book, the construction of the course of study, or even the fitness of the teacher is of such concern as is the question whether a given pupil shall be permitted by the promotion rules to have in season all the grades of instruction which he can profitably receive.

The statistics of city schools show that scarcely one-half of the pupils that enter them in the first year succeed in reaching the fifth year. When it is considered that before the fifth year of school the pupil has not more than mastered the ability to read with a limited colloquial vocabulary and has but feebly grasped the fundamental processes in arithmetic and when it is further considered that after the fifth year come the better parts of geography, English grammar and composition, United States history, elementary civics, and physiology,—not to mention other and more advanced subjects, all of which are essential to sterling manhood and intelligent citizenship, it is alarming to contemplate half the number of pupils entering school

at a given time dropping out, from any or all causes, before they reach that point.

The expenditure of public money for the support of free schools, wide as is their scope, compels the adoption of such policies as will secure the greatest good possible to the largest number. The forcible appropriation for their maintenance of a portion of the wealth of every man, regardless of whether he receives from them direct benefits, can be justified only by such management as looks to the diffusion of their influence, not only to the highest degree with certain classes of individuals, but more especially among the largest number that can be brought under their tuition.

While many causes operate to withdraw children from school prematurely, doubtless a large share of the blame belongs to rigid systems of promotion under which many pupils progress so slowly from grade to grade, that in a few years they drop out from humiliation and discouragement.

If promotion rules, then, have an important function in school economy, involving vitally the interests of a small or a large number, upon what principles should they be constructed?

1. Negatively, the public school

system is not designed primarily to produce scholarship, either such as may be attained by its most capable students or such as is possible to the majority. When scholarship is adopted as the chief end to be sought, there is a partial obscuration of the policy which seeks to give to every pupil a degree of education, since, unconsciously, if not otherwise, there will be a sifting process which will discard the dull and lagging pupils as unworthy to continue in the struggle for the attainment of the highest ideal.

2. But, affirmatively, the prime object to be sought in schools supported by public money is the highest development in each child of whatever powers he may possess, regardless of what his upward limit may be. This is in accord with the truth that compulsory support of public schools, through taxation, by those who do, and equally by those who do not, receive direct benefits, can be justified only by such management of them as that the greatest indirect benefits attainable may be enjoyed by society in general.

There is no other wrong to the slow pupil so cruel as the judgment passed upon him, that he has not reached the standard fixed by rule for promotion, when he has given to his work possibly more effort than his gifted mate who easily passes the prescribed test. This is said in behalf of those only who fail through lack of native ability.

For another class who fall behind because of failure to use the powers they clearly possess there is nothing to be said except, perhaps, that there is an increasing desire among thoughtful teachers to acquire the ability to obtain industrious application from children even of this kind.

It is frequently observed that skillful instruction, though effective with the strong, fails to produce in the dullard comprehension of the subject presented; and that from the quick and shallow mind an insight readily gained seems, upon testing, to have vanished, leaving no token of its brief existence.

But what is the argument? Shall we conclude that the weaker classes named must be stranded early along the course of education, because they are incapable of receiving all that is contemplated for the strong and brilliant? Or shall we not rather recognize that the greatest faithfulness of effort, directed by the best teaching ability, can never bring some minds to a given standard and, hence, that it is only just to pass such on to succeeding grades of instruction and only reasonable not to think it highly regrettable that they carry out of a grade less scholarship than others or than that proposed in the course of study? You cannot whet a hoe till it answers you for a razor; and yet is it not a hoe?

It may with a show of reason be objected to this proposition, that

the process of passing on dull but hard-working pupils with poor attainment will clog the grades and, by requiring too much individual instruction, hinder the teacher in adequately presenting the work to the larger number who can receive it readily and who are entitled to have it. If such a condition exist with any teacher, it should be relieved (and can be relieved without relegating all poorer pupils to grades below), though it is a condition much less likely to occur than the facility with which the criticism comes to mind indicates. And in no event should the fundamental principle sink out of view, that each pupil may justly claim that large or small acquisition of knowledge and development of mental power which his native stock of intellect makes possible for him, regardless of whether he each year conforms to the standard set up.

3. Akin to this and resulting from it, there should be no standard of attainment, expressed in percentages or their equivalent, requisite to promotion. The teacher should be free to form his judgment on the main question, *shall the pupil be promoted?*

Many years ago Dr. J. J. Burns, in a lecture before the teachers' institute in Clermont county, defined education to be "that which makes a man what he is." Two young men go side by side through the schools in the city of their residence and through college, selecting the

same course of study, displaying equal zeal for a good education and equal effort toward its attainment. In due time they are graduated and receive diplomas identical in form. At a not remote date, if both be subjected to the same searching test as to acquired knowledge and disciplined intellect, might not the results, if expressed in percentages, show, as tests often show, that one ranks but half as high as the other? Yet to each the acquisitions of the past years were his "education."

How futile the effort to describe by metes and bounds the mental and moral ingathering of a child in a given period; and how unjust to hold one back from new fields that might prove to him the basis of a new inspiration to persevere and fill his little measure, only because he cannot stretch himself up to the seventy per cent mark. This refers not only to promotion examinations but equally to percentages or other methods of designating standards, however ascertained. No doubt records of scholarship should be made for other proper purposes; but this should not obscure the truth that a pupil may be marked high enough in such records to be promoted, when the moral weight of his "education" is less than that of another who, judged by such tests as can conveniently be applied, will be marked below the standard.

This ought not to be. The in-

terests of the pupil who registers five, ten, fifteen, or twenty per cent below the passing standard must be considered in wider relations and also the interests of the community. Will he if not promoted return to school thereafter? Will it be better for him to return to the same grade and by another year's work supply the delinquent five, ten, fifteen, or twenty per cent of scholarship (not that it is doubted, as Superintendent Sebastian Thomas says, pupils will in many cases gain more than their previous year's delinquency) or, looking years ahead, will he ultimately be gainer or loser by being promoted, though this year below the standard? Will the sum of education in the community be finally greater or less by his promotion? These and others are legitimate and vital questions; and if they were admitted to consideration, many children would receive different dispositions at important crises in their lives.

4. In the making up of judgment as to promotion the branches of instruction should not be considered separately, so that failure in one will prevent promotion in spite of satisfactory work in others. There is much discussion now of concentration of studies and of various methods of correlation of studies, under the operation of any of which the rigid individuality of the different subjects of school work would be much mollified; and if the truth be found to be with

any present advanced theory on these subjects, the immediate and practical effect upon the phase of the promotion question now in hand must readily be seen.

But, aside from this, the making of promotions contingent upon the concurrent attainment of the same standard on all subjects of study is contrary to nature, equally in the realm of mind and of matter. What hand is it, though skilled in the use of tools generally, but has its peculiar craft and often its peculiar ineptness? What mind is evenly balanced? Who has not his strong and his weak faculties, some of which are so developed as to need little cultivation, while others are but feeble after much training? Why should Washington's even development be worth remarking, if it were not rare; and what is the essence of personality except the predominance or the weakness of this or that mental or physical trait?

Yet the method in question ranks all principal subjects of the school curriculum as of equal value to every child and considers him unfit for advancement if he does not exhibit the standard strength in every line of effort, regardless of original power and environment.

5. It is for the advantage of each pupil and of society that he be advanced as far as it is in any fair degree profitable for him, before he takes his final leave of school.

In the vain effort to move each pupil along equally in all branches,

many will early give up the struggle, though there be much in grades above which is easily within their capacity to receive. In spite of the general truth that pupils should be symmetrically developed morally, intellectually, and physically and that the plans and equipment of public schools should be designed to accomplish this result, at least as to moral and intellectual development, and while recognizing the truth, also, that the majority of pupils do receive and with considerable success assimilate instruction tending to this end, yet it is familiar knowledge to the observer that very many pupils readily succeed with certain studies and, though giving equal effort toward their mastery, almost utterly fail with others. The wise and just policy with this class is to permit them to pass on and get what they can of such instruction as their mental organization can appropriate. Occasionally, indeed, strong talent in one line is found along with feebleness in others. These powers and capacities should have scope for expansion by removing the incubus of an impossible even development and by moving their possessors on. They will in most instances come out with more gathered from all grades than can be forced into them, two or more years to a grade, within such time as they can be held in attendance at school.

6. It is scarcely necessary to

say that the promotion examination has no place where the above principles are practiced. Written examinations are valuable for a number of purposes other than as tests for promotion, not necessary to be named here.

The written examination is not necessarily a test even of the things sought to be tested, since the judgments of equally good teachers as to the value of a paper may vary so widely. There is no justice in making a child's continuance in his present grade another year depend upon the grading of his examination papers, while good teachers, as Dr. White's pamphlet *Promotions and Examinations* shows to be the fact, differ thirty per cent in their unbiased estimates of the worth of a manuscript.

Passing by other objections to the written examination as a basis of promotion, there is one conclusive against it in the fact that it cannot test the best part of education. It may imperfectly test the accumulation of facts and skilled processes, but the moral weight of the product of instruction, that intangible but often priceless result of teaching and study, which is not reducible to categorical statement—this cannot be penetrated and elicited by the formulator of examination questions.

7. Persistent, industrious effort should be honored in any just scheme of promotion. He who devotes patient labor to his school

work and convinces his teacher that he cannot do better than he does, with his limitation of power, should not be held back, merely because he has failed to reach the passing mark of scholarship. There may be other reasons for keeping him another year in the grade but this alone is inadequate.

8. The age, the health, the past opportunities, and the probable future opportunities of the pupil, *all* should have their bearing in making up correct judgment on his promotion, as well as on his location in a grade at the time of his enrollment. If he is old for the grade corresponding to his attainment, perhaps the maturity of intellect due to age will enable him to do the work of a higher grade; and, sometimes, when it is known a pupil will spend but one year more in school, it will be evident he will receive more that will be of value to him in a grade higher than that to which his scholarship shows him to belong. In these and similar cases action should be in accordance with the liberal policy indicated.

9. Finally, if a pupil enter a grade in a regular and proper manner, especially if he be promoted on scholarship, and if he spend an entire year in its work, there should be raised in his behalf a presump-

tion in favor of his promotion. This presumption should be a guaranty of promotion unless it be negatived by other controlling conditions voluntarily urged by his teacher, as that he did not employ his time or his known ability profitably. In the absence of such representations by the teacher, he should be passed to the next grade.

The application of the above principles will operate to eradicate some errors now widely prevalent. Among them is the notion that, if a pupil be not promoted (under existing systems), he has only himself to blame. The contrary proposition, that a pupil is expected to be promoted, that promotion is the natural result of the year's work and that the teacher must show affirmatively that he has done his part well before he shall be relieved of blame, would be established. There would also disappear that other notion held by many teachers, that their honesty is in doubt and their thoroughness of instruction and adequateness of results questionable, unless a goodly percentage of pupils be held back for another year's training. And, more and better, an important step would be taken toward the popularization of education through public school instruction.

**LITERATURE, No. 8.—WINTER WITHOUT AND
WITHIN.—Concluded.**

BY J. J. BURNS.

January 13. Yesterday afternoon, the sky was clear once more, a brisk breeze came in a steady flow from the west, the sun shone warm, and altogether there was an invitation in the air to come out and drink of this water of life freely.

It is interesting to note what there is awake in the woods at this time of general slumber.

We found ground ivy, potentilla, water cress mantling the little streams, chickweed, speedwell, hedge-nettle with its velvety green, and some others, native here and to the manner born, who did not offer their cards, sometimes struggling their feeble best to get their heads above the snow crust. Flocks of brown white-breasted chickadees were chirping in the thickets, and the great wind-harp amid the trees was in continual tune.

The prettiest sight was an ash of some kind. It stood upon the ridge above, but near us, and to the west of us. The top was thick-set with the wrappers of its fall crop of seeds, and the sunlight shining upon and through these translucent scales made them everyone glisten and twinkle.

On an east hill-side we were picking our way through a thicket and over a crust of snow, in the shadow

of the higher ground to our left. Just below us, on a little knoll, was a rank growth of sumach which was lifting its ruddy heads up into the sunshine. The brick-red plumes absolutely glowed, burning bushes to the eye they were. My companion regretted that he could not be a poet for a few minutes, and tell what he thought of it.

I have said that the sky was clear, but that describes it little more definitely than one would picture a mountain by giving its height, or a state by quoting its area. Here a blue tract; there, near the horizon, in some places a leaden tint; in others, a shade of purple; and below the sun was a great ocean almost white; but before one could take his second look around the compass the scene had changed. Not the same sky at any two successive minutes. Many things on this great earth are of the "borealis race that flit ere you can point the place."

January 18. Crossing the lake, a mile and more in width, on the ice, and noticing the brown leaves melting their way downward were pleasant experiences of this tramp; and another one was the sight of a crow silently winging his course through the winter sunshine and

perching upon a bleak tree-top. He looked lonesome; he was alone. I had not before seen a crow about here in midwinter, but that may not have been the bird's fault. Downie comes right into our yard to inspect the apple trees, and chirp his satisfaction.

In the thickets were many nests whose builders do not like the climate here. Does anything, except the houses in which men have lived and died, and which are now peopled only by their ghosts, wear the deserted look of a winter birds-nest in a leafless bush, still fighting the storms in the place chosen by the airy weaver for its summer home and "procreant cradle"?

In a pasture near by the lake I picked up a stone, five inches or near it in diameter, and very much the roundest pebble of Nature's grinding I ever saw. Its rolling down from a granite ledge somewhere over the Canadian border must have been more than usually favorable to rotundity.

I desire to make good my promise to have this article end well. I am zealous to preach the holy alliance of Nature and literature, and to exhort my young friends to seek the refined pleasures which grow along the path that leads through the common kingdom of books and brooks.

Surely good would come of it, if teachers could bring about a more general reading, at school and at

home, of writers whose inspiration is the incense which breathes forth from the swinging censers about Nature's altar. It might in some degree "the giftie gie us" to see the common things about us as they see them.

The selections which follow are only specimens of the abundance to be found in our literature. After they have served the higher purpose they may be used in a study of style. What a pity it is, when a man can say that my teacher of reading never hinted that there could be any differences between sentences except that some are longer than others; that some are simple, others complex or compound; and that, in the grammar text-book, there are samples which illustrate, or violate, some rule of syntax.

For a few glimpses of winter I turn the pages of "Auld Rob," a poet "roosted near the skies".

Ev'n winter bleak has charms to
me,
When winds rave thro' the naked
tree;
Or frosts on hills of Ochiltree
Are hoary gray;
Or blinding drifts wild furious flee,
Dark'ning the day.

O Nature! a' thy shews an forms
To feeling, pensive hearts hae
charms!
Whether the summer kindly warms
Wi' life and light,
Or winter howls, in gusty storms,
The lang, dark night!

When biting Boreas, fell and doure,
Sharp shivers thro' the leafless
 bow'r;
When Phœbus gies a short-liv'd
 glow'r,
Far south the lift,
Dim darkening thro' the flaky
 show'r
Or whirlin' drift!

All else was hushed as Nature's
 closed e'e;
The silent moon shone high o'er
 tow'r and tree:
The chilly frost, beneath the silver
 beam,
Crept, gently crusting, o'er the
 glittering stream.

While winds frae off Ben-Lomond
 blaw,
And bar the doors wi' driving snaw,
And hing us owre the ingle,
I sit me down to pass the time,
And spin a verse or twa o' rhyme,
In hamely westlin jingle.

"In winter the stars seem to have
rekindled their fires, the moon
achieves a fuller triumph, and the
heavens wear a look of more ex-
alted simplicity. * * *

"The simplicity of winter has a
deep moral. The return of Nature
after such a career of splendor and
prodigality to habits so austere, is
not lost either upon the heart or the
head. It is the philosopher coming
back from the banquet and the wine
to a cup of water and a crust of
bread. * * * What a multitude
of sins this unstinted charity of the
snow covers!"—*Burroughs.*

"I listened to the sweet-briar wind
this morning; but for weeks and
weeks the stark black oaks stood

straight out of the snow as masts
of ships with furled sails frozen and
ice-bound in the haven of the deep
valley. For fully two months they
stood there in the snow in black
armour of iron bark unshaken, the
front rank of the forest army that
would not yield to the northern in-
vader. Snow in broad flakes, snow
in semi-flakes, snow raining down
in frozen specks, whirling and twist-
ing in fury, ice raining in small shot,
howling, sleeting, groaning; the
ground like iron, the sky black and
faintly yellow—brutal colours of
despotism—heaven smiting with
clenched fist. * * * Harder and
harder grew the frost, yet still the
forest-clad hills possessed a some-
thing that drew the mind open to
their largeness and grandeur.
Earth is always beautiful—always.
* * * The heart from the moment
of its first beat instinctively longs
for the beautiful; the means we
possess to gratify it are limited—
we are always trying to find the
statue in the rude block. Out of
the vast block of the earth the mind
endeavors to carve itself loveliness,
nobility, grandeur."—*Jeffries.*

"The great snow never ceased a
moment for three days and nights
and when the sun burst forth at last
upon that world of white what he
brought was neither warmth nor
cheer; only a clearer shaft of cold
from the violet depths of sky. * * *
As a rule, it snowed all day, cleared
up at night and froze intensely,
with the stars as bright as jewels,

earth spread out in lustrous twilight, and the sounds in the air as sharp and crackling as artillery; then in the morning snow again, before the sun could come to help."—*Blackmore in Lorna Doone.*

"Every winter the liquid and trembling surface of Walden pond, which was so sensitive to every breath, and reflected every light and shadow, becomes solid to the depth of a foot or a foot and a half, so that it will support the heaviest teams, and perchance snow covers it to an equal depth, and it is not to be distinguished from any level field. I cut my way first through a foot of snow, and then a foot of ice, and open a window under my feet, where, kneeling to drink, I look down into the quiet parlor of the fishes with its softened light and its bright sanded floor; there a perennial waveless serenity reigns as in the amber twilight sky, corresponding to the cool and even temperament of the inhabitants. Heaven is under our feet as well as over our heads."—*Thoreau in Walden.*

"Winter had set in along the St. Lawrence, and already dead Nature was sheeted in funereal white. Lakes and ponds were frozen, rivulets sealed up, the black rocks and the black trunks of the pine trees were beplastered with snow, and its heavy masses crushed the dull green boughs into the drifts beneath. The forest was silent as the grave. * * *

"Sometimes of an evening Le Jeune would leave the wigwam, to

read his breviary in peace by the light of the moon. In the forest around sounded the sharp crack of frost-riven trees; and from the horizon to the zenith shot up the silent meteors of the northern lights, in whose fitful flashes the awe-struck Indians beheld the dancing of the spirits of the dead."—*Parkman, in The Jesuits in North America.*

"The glen, from end to end and side to side, was clothed in a glistening mantle white as no fuller on earth could white it, that flung its skirts over the clumps of trees and scattered farmhouses, and was only divided where the Tochtly ran with black, swollen stream. The great moor rose and fell in swelling billows of snow that arched themselves over the burns running deep in the mossy ground, and hid the black peat bogs with a thin, treacherous crust. Beyond, the hills northwards and westwards stood high in white majesty; and above our lower Grampians, we caught glimpses of the distant peaks that lifted their heads in holiness unto God."—*Ian Maclaren in Beside the Bonnie Brier Bush.*

"When the casement rattles in the gust, and the snow-flakes pelt hard against the window panes, then I spread out my sheet of paper, with the certainty that thoughts and fancies will gleam forth upon it like stars at twilight, or like violets in May,—perhaps to fade as soon.

"Turn we again to the fireside,

and sit musing there, lending our ears to the wind, till perhaps it shall seem like an articulate voice, and dictate wild and airy matter for the pen. * * *

"How does winter herald his approach? By the shrieking blast of later autumn, which is Nature's cry of lamentation, as the destroyer rushes among the shivering groves where she has lingered, and scatters the sere leaves upon the tempest. Wrapped in his white mantle, his staff a huge icicle, his beard and hair a wind-tossed snow-drift, he travels over the land in the midst of the northern blast; he strides over the rushing rivers and broad lakes, which turn to rock beneath his footsteps. His dreary empire is established; all around stretches the desolation of the Pole."—*Hawthorne*.

"Thus come and go the bright sun-days of autumn, not a cloud in the sky, week after week till near December. Then comes a sudden

change. Clouds of a peculiar aspect with a slow, crawling gait gather and grow in the azure, throwing out satiny fringes, and becoming gradually darker until every lake-like rift and opening is closed and the whole bent firmament is obscured in equal structureless gloom. Then comes the snow, for the clouds are ripe, the meadows of the sky are in bloom, and shed their radiant blossoms like an orchard in the spring.

* * * But still more impressive to me is the coming of the snow-flowers—falling stars, winter daisies,—giving bloom to all the ground alike. Raindrops blossom brilliantly in the rainbow, and change to flowers in the sod, but snow comes in full flower direct from the dark, frozen sky. * * * From December to May, storm succeeds storm, until the snow is fifteen or twenty feet deep, but the surface is always as smooth as the breast of a bird."—*John Muir in The Mountains of California*.

HOME, SCHOOL AND CHURCH.

BY CHARLES S. SPANGLER.

Editor of the MONTHLY:

WASHINGTON C. H., OHIO.

The following article is from the facile pen of Mr. Charles S. Spangler, one of the brightest literary and legal minds that ever graced our county. His remarkable but brief career came to an untimely end some two years after he delivered this speech to our County Teachers' Association. So deeply did his utterances and stalwart manliness impress me on that occasion that I have several times asked to review the article, but a native modesty withheld it from me. Since his death I have obtained it from his sister and send it for publication just as he left it.

Truly,

N. H. CHANEY.

Perhaps the most striking feature of the present age is the tendency toward organized, associated, or collective activity among men. Societies, brotherhoods, unions, associations, orders, leagues and alliances, without number and upon every plane of activity, business, political, educational, social, moral, and religious, all attest this characteristic tendency of the times, this *Zeitgeist* of the last quarter of the nineteenth century.

This argues certainly, that a spirit of activity and an aspiration for achievements are abroad, from which it might be inferred, that we are either working out, objectively, great results, or, that, subjectively, we as individuals—participating in this activity, are realizing a larger and fuller development of our faculties, powers, and capacities for usefulness. We trust the latter is true if not the former, for we take it to be fundamental, that all associated, organized activity, however laudable its aim, is in vain if it does not, by reaction, enlarge the individual lives of those par-

ticipating therein, and emphasize the importance of the individual, *per se*.

Observing the tendency above referred to, we have been tempted to ask these questions,—Are we not in danger of losing sight of the individual himself, in the multiplicity of forms of organized and associated activity with which he identifies himself?

And is it not possible, that we may deceive ourselves as to our individual strength and force of character, by judging from mass or aggregate results, obtained by organized effort while we as individuals are becoming more and more insignificant and contemptible?

We recognize clearly man's capacity both for individual and associated effort, and see further the necessity for both spheres of activity. Man cannot live unto himself. He must work with his fellows, and the individual to attain his objects and meet his responsibilities, is compelled to join with others in organizations which effect for him as one of the social body

what he cannot do unaided and alone.

This social body is kept in equilibrium, and the unit, the individual, attains his greatest effectiveness and consequently his highest development, when those duties and functions which properly pertain to the individual, are performed by him as such, and those other functions which can best be performed by associated effort, are assigned to the various organizations that are formed to supplement individual effort. On the other hand, disorder and confusion result, when the individual undertakes to do what can best be done by associated effort and combined action, or, when organizations more or less remote from the individual, undertake to do what should be done by the individual or by those organizations nearest to him.

It is our purpose in this discussion, to speak of the relation of the individual to those primary and long established organizations, the home, the school, and the church, with especial reference to these as factors in the education and development of the individual through infancy and childhood and with the view of defining the limitations of these several organizations and of questioning some popular tendencies, which, as we think, for the good of society should be arrested.

We have said above that the unit of the social body is the individual man, but some philosopher has

qualified this by saying that a man does not become an actual and essential factor of society until he passes from the form of a monad to that of a triad, to-wit: man, wife, and child, meaning that the social unit is the composite man, the primal elementary social organization, the family.

We postulate then, that this organization, being the legitimate source of the procreation and perpetuation of the species, and becoming thus the basis of society, is the seat and center of influence and power, and consequently of responsibility.

If then the individual, who as such is but potentially a social factor, duplicates himself or multiplies himself indefinitely in this primary organization, the family, it is incumbent upon him so to meet his increased responsibilities, that society be not thereby burdened or encumbered.

The full measure of this responsibility comprehends not only a provision for the material wants of the child, but as well a provision for the complete education and development of the child in its higher capacities of will and intellect.

The child is primarily an animal, and to supply its wants as such, is the first and most onerous duty of the parent. The performance of this duty so engrosses the time and energy of the parent, that, to conserve the intellectual and moral interests of the child, organizations

for instructing it with others of its kind are formed and maintained, in order to supplement the efforts and labors of the parent. The most important of these as already intimated, are the public school and the church with its auxiliary organization, the sabbath school.

For the better and more scientific instruction in things mental, moral, and spiritual, the home projects itself into the public school, the sabbath school, and the church, and the parent takes to himself as allies and assistants, the public school teacher, the sabbath school teacher, and the pastor.

In the preceding paragraph we have stated what we take to be the normal or natural relation of the school, sabbath school and church, to the home; of the teacher, the sabbath school teacher, and the pastor, to the parent, viz: principal and accessory.

But if we mistake not, there is a growing tendency toward pushing every duty possible, out from the efficient cause and centre of responsibility, the individual, or the individual organized into the family, to the organizations above named. The logical result of this tendency is a condition towards which we are fast approaching,—the function of the home ceases when the child is housed, clothed, and fed,—its physical wants supplied; its education intellectually, as well as its training in manners and morals, is relegated almost en-

tirely to the public school; its religious and spiritual instruction is even more completely assigned to the sabbath school and church.

The parent too willing to limit his responsibility to the supplying of the material wants of his offspring, washes his hands of the higher duties incumbent upon him, and casts upon the teachers of the public school and sabbath school, the burden of effecting that for the child which is infinitely more important in fixing his destiny than the lower though indispensable function which the parent performs because he cannot shift it upon others.

This tendency on the part of the parent to limit his responsibilities, has its root in that selfish spirit inherent in our human nature, which, while it prompts a man to claim a full and even extravagant measure of rights for himself, also prompts him to evade the obligations consequent upon the rights claimed and always fully commensurate with them. A true education would teach a man to be moderate in demanding rights and immunities and faithful and conscientious in performing the duties thereby imposed upon him. For rights and duties are mutual and reciprocal. The claiming of a right by one of the social body is equivalent not only to an enlargement of his own duties, but also to the imposition of a duty upon some other member or members of so-

ciety. And to quote, or rather to paraphrase George Eliot, it is remarkably easy to translate one's own convenience to another's duty.

The charge which the teacher makes against the parent, or, rather the charge which we hereby make in behalf of the teacher, is the fault of translating his convenience into the teacher's duty, of aggravating this fault by making unreasonable demands upon the teacher, and in unjustly criticising the teacher's work.

As an illustration of this spirit of unreasoning demand and unjust criticism which exhibits the tendency to shift home duties upon the school, we quote a paragraph from an article entitled "Defects of our Public School System," written by a no less distinguished person than Charles Francis Adams, Jr.

"Huge mechanical machines they are, organized as nearly as possible as a combination of the cotton mill and railroad with our modern state's prison. The machine moves with the precision of clockwork; from one point of view, the children are regarded as automatons, from another as so much raw material, from another as India rubber bags." And he adds, "The superintendent of the future will be a Baconian in his philosophy, rejecting all mechanism, all tradition, all a priori theories and military methods, following the slow patient process of induction, study-

ing the child from its mother's bosom."

The utter lack of discrimination, the arrogance, we might almost say the brutality, displayed in parts of the above quoted paragraph, are an insult to the teachers and superintendents of our public schools; but it is only an example of the deluge of criticism that is continually poured upon the public school system.

As we watch the public school groaning under its burdens, while the irrepressible reformer is trying to engraft upon it industrial education or manual training, and demanding a more *practical* education, and while well meaning, but unwise teachers and superintendents are willing to accede to the justice (?) of these demands, we are wont to say that something is wrong, but does Mr. Adams point out the real defects?

It may be that the superintendent of the future will be a Baconian in his methods, following the "slow patient process of induction," but that he will reject all mechanism, all a priori theories and military methods, we are not quite ready to believe.

Mr. Adams assumes that the work of the teacher and superintendent, is to reach and operate upon the child directly, naturally, and informally as does the parent in the home. But right here is where he fails to discriminate. The

school is not composed of one child, or of a family of children, but of a group or multitude of children from different families; and the teacher and superintendent operate upon this aggregate or collective body of children, the management, control and government of which, necessitate in some degree, mechanism and military methods.

Let the learned critic test the slow patient process of induction recommended for the superintendent, upon his own child as a subject, with which he of all others is best acquainted, since the child represents largely his own mental and moral traits and temperamental peculiarities, and he has the opportunity to study it from its mother's bosom; and after he has realized the difficulty of his task, let him multiply this by fifty for the teacher, by five hundred for the superintendent, and he will realize the magnitude of the task he prescribes for the teacher and superintendent.

The teacher with fifty such charges under his care has but little opportunity to reach the individual child with that intimate, sympathetic, personal contact which is possible in the home; and the teacher must necessarily treat the child, not as an individual, strictly speaking, but as one of a class or group. The demand of Mr. Adams is for individual results from aggregate effort, or more accurately speaking,

from individual effort on aggregate bodies, and the inevitable consequence is disappointment, hence the criticism.

With the discrimination just made kept in mind, the specific charges of the learned critic are not so damaging as they at first appear. That the public school is organized as a combination of the cotton mill and railroad and that it moves with the precision of clockwork, is only saying that the school is subject to those principles of order, exactness, and promptitude, the application of which characterizes all successful enterprise and effort, and is absolutely necessary where masses or multitudes of individuals are manipulated and their energies directed in orderly channels. To say that it is further a combination of the State's prison, is only to state the fact, that the public school takes into its embrace, not only the gentle, the refined, the pure, but as well the rough, the vicious, the impure, and the potentially criminal elements of society, and a certain rigor of discipline is necessitated by reason of this fact. Moreover, the need of severe discipline in the school has its root in the failure of parents to enforce obedience in the home and a respect for the rightful authority of superiors.

The freedom and informality of the nursery and the home are not possible in the school for obvious reasons.

But parents may indignantly ask, "Are we really indifferent to our responsibilities, and do we unreasonably demand of teachers more than they should do?" Let us answer by asking teachers the following questions:—What per cent of the parents whose children are under your care, upon their own motion or even after invitation and solicitation on your part, heartily, intelligently, and sympathetically cooperate with you in your efforts in behalf of their children? And what per cent of them maintain a condition of mind that shades insensibly from passive, stolid indifference, to a feeling of latent distrust and suspicion that on the slightest provocation breaks out into hostile and indiscriminating criticism? And are we exaggerating in the following interpretation of the spirit and effect of some of the demands made upon you as teachers?

A parent, if a mother, will say, "I wish you to take my petted, spoiled, wilful, and disobedient daughter, whom I cannot control at home, and, by means of that superior and mysterious power of influence you are supposed to possess because we pay you forty dollars a month for its exercise, make out of her a sweet, good, obedient girl. I think she has a talent for drawing and painting; and I wish you to study her capacities and special tastes, and to excuse her

from the study of mathematics and other practical branches which will not directly prepare her to appear well in society." Or the parent, if a father, will say, "My boy has some bad habits he has picked up on the streets; he smokes, drinks, swears, and has some other incipient vices; his mother and I can do nothing with him at home, so I want you, by a course of mild but firm discipline, with the aid of the superintendent, to correct these tendencies and implant good steady habits in the boy. He will need constant watching, but I think you can reform him."

In spirit and effect these and other like demands are daily made upon the teacher and superintendent; and they are predicated upon the fact that the parent, if a property owner, pays annually as a tax, from one to five mills on the dollar of his taxable property; or if the parent be not a property owner, his right to make these demands, rests simply upon a gratuity from the tax paying citizens of the state.

We should say then, that the one paramount defect of the public school is not that it does too little, but that, under the pressure of a constantly increasing demand, it is attempting to do too much; and that the line of pedagogic reform most needed does not lie in a refinement and improvement of methods of instruction, but rather in a restricting of the school to its legiti-

mate function, in the assumption by the home of those burdens sought to be cast upon the school.

The remedy for this must come from the united efforts of both teachers and parents. Let the teacher and superintendent on their part prepare for themselves a declaration of independence, and when parents make unreasonable demands, meet them with the counter demands. If you want perfect bricks, give us the straw out of which they can be made. Do not, Pharaoh like, make more and more exacting demands while the materials you furnish us are becoming more and more inferior. If you want men and women of the highest type, give us children that, having not only the benefits of a good heredity, but also of strong, pure home influences, can be wrought into the highest forms of manhood and womanhood.

Let the parent on his part shoulder a portion of the burden now imposed upon the school, remembering that the full and complete development of the child in all its powers and susceptibilities, depends not so much upon construction and discipline as upon personal influence. And if it be true, as Whipple says, that "Influence is the communication from one mind to another of positive, individual life," the parent in the home has these advantages over the teacher in the school: viz: nearness to the child, continuousness of in-

fluence, and the age of greatest susceptibility.

To the home influence, training, and culture, which in a sense make the child what it really is, the school merely adds a supplemental part in shaping and in forming the mind and in teaching the child to recognize its relations and obligations to others of its class, thus fitting it to be useful in society. The work both of home and school is essential to the education of the child, but neither can do the work of the other; nor can one assume the duties and responsibilities of both.

As to the third organization, the church, which reaches the child mainly through the sabbath school, we observe that the tendency toward shifting responsibility from the home is manifested quite as strongly as in the case of the public school, but with far more pernicious and injurious effects. If our knowledge of sabbath school tradition and history, which runs back to the time of Robert Raikes, be correct, this organization was originally designed, like our present mission schools, to reach the strays and waifs of society, the children whose parents were either too ignorant or too idle and vicious to instruct them in things moral and religious.

But the sabbath school system has extended itself until it now assumes to do for the religious education of the child what the public school does for its intellectual

education. The means, however, is not adequate to attain the end sought.

A half hour's study of a few verses of scripture severed from the context, under an indifferent teacher, with the point of the lesson not clearly seen, the emotions scarcely touched, and the will not moved in such a way as practically to affect the child's conduct, then a drill by the superintendent, a song,—and the nutriment of a week's moral and religious life is exhausted. That the sabbath school work is a popular one and that judged by mass or aggregate results, in number in attendance, machinery employed, and means expended, it is doing a great work for the religious education of the young, is a seemingly obvious conclusion. But it is possible for a body to have an extensive surface with a disproportionately small amount of solid contents or substance, and we are inclined to think that the maximum ratio of disproportion in these elements, is to be found in the sabbath school. We say this with no unkindness, with no intention to disparage the work done by the sabbath school; and our only criticism is, as upon the public school, not that it does too little, but that it attempts and assumes to do too much; and the parents justify and approve this assumption because it affords a means of avoiding a serious responsibility.

We have said in a preceding part

of this discussion that the highest and fullest intellectual development of the child is not so much a result of discipline and instruction as of personal influence. If this be true upon the intellectual plane, it is doubly true upon the moral and religious planes. That which lays the foundation and furnishes the materials out of which the child subsequently builds its spiritual character, is not the learning of moral laws or of doctrinal statements of scriptural truths, but rather the result of a strong, pure, ennobling, personal influence exerted during the period of tender infancy and the earlier half of childhood.

We know of no source from which such an influence can continually flow, in, around, and upon the child, except from the parent or from one who stands in loco parentis to the child. To illustrate:—A friend recently reported to us the following interesting and suggestive incident which came under his observation. A little girl, scarce three years of age, was asked by a friend to recite a verse from a poem expressing some simple but not serious sentiment. The child did it with a gravity and seriousness that prompted the friend at the conclusion to have the child say "Amen." She hesitated, and the friend urged "Say amen"; to which the little one replied, "No, that's what my mama has me say when I say my prayers." And

nothing could induce the child to use the word in the connection suggested.

That fine sense of perception of the incongruity in associating a word suggestive of reverence and devotion with that which was trifling and common place, was not the result of fragmentary and desultory instruction in the Sabbath school, but it was the result of a communication to the child's mind of the positive, individual life, of an intelligent, cultured, Christian mother.

As to the church proper, represented by the minister, we have but this to add; it can best aid the home, the school, and the Sabbath school by awakening and quickening the minds and consciences of parents to a sense of their responsibilities. An increased activity here is desirable; but invitation is not needed to arouse teachers and superintendents to greater effort, for their activity is now abnormal and unnatural, made so to compensate for the apathy and indifference of parents.

By all means, let the child have the benefit of all the home, school, Sabbath school, and church can do for it; but we must not lose sight

of the necessary limitations of these various organizations.

There is in the law of Principal and Agent, a maxim which runs as follows: "Delegata potestas non potest delegari",—a delegated authority cannot be delegated. The practical application of this maxim is, that an act or duty requiring the exercise of judgment and discretion on the part of an agent cannot be delegated to another without special authority; for the principal has the right to demand and expect the exercise of the judgment and discretion of the particular agent he has chosen.

The individual who takes upon himself the transcendent authority and responsibility of a parent has assumed a most important personal trust that cannot, except to a limited extent, be delegated to agents, however capable and conscientious they may be.

The keeping of this fundamental principle before the minds of teachers and parents will result in great good to society; for the social body will be compact and stable just in the proportion that the center of gravity, i. e. the center of activity and responsibility, is kept near the base, the individual.

MORE QUERIES BY SARAH JANE.

Sarah Jane is still curious, and she'd like to know why every one considers it his bounden duty to ask a teacher how many pupils she has. As well ask a physician how many patients he has.

The time of year is approaching when we hear much of "broken down teachers," and Sarah Jane would like to know what proportion of this class are really hard workers and what part consists of those who attempt to be teachers and society women at the same time.

A great many new text-books have gone into use this year, and Sarah Jane, together with some parents, would like to know in how many cases the real needs of the pupils were considered and in how many more the principal consideration was what the nimble-tongued agent might say about the superintendent in the next town he visited.

Sarah Jane heartily approves of Institutes, Teachers' Associations, and kindred organizations, but she'd like to know if they would not be quite as profitable if they partook a little less of the character of mutual admiration societies.

Sarah Jane has been cleaning house, and she'd like to know how many superintendents realize how

difficult it is for a woman with any of the instincts of a good house-keeper, to feel any respect for a man whose office always looks as if it was situated in the regular path of a cyclone.

It is not at all probable that there will ever be a dearth of school *keepers*, but Sarah Jane would like to know how many of the best men and women leave the profession yearly, from disgust at the trickery and wire-pulling which too often characterize school management. The zealous teacher is to be commended, but Sarah Jane would like to know whether she realizes that too often she is urging pupils to study in homes where there are no suitable conditions for study, but where light, heat, and quiet are entirely wanting.

Sarah Jane entertains the greatest respect for the learned gentlemen who laid out the new requirements for candidates for state certificates but should like to know if it would not have been possible, when selecting text-books, to choose such as would furnish students examples of good literature as well as with a knowledge of psychology.

Sarah Jane has faith in the millennium, but she'd like to know if,

even then, cross-road school teachers of male persuasion will drop the title of "Professor."

The desire for notoriety, which is so marked a characteristic of so large a number of the human family is not to be entirely condemned, but

Sarah Jane, as well as a great many tax-payers, would be glad to know who earns the superintendent's salary, when he is absent from town attending the meeting of this or that secret society, or this or that church organization.

CORRELATION.

BY E. W. WILKINSON.

The above is the cause of many educational articles, much pedagogic discussion, many errors and is provocative of great efforts, on the part of those who espouse it, to prove its worthiness as a great educational force.

That rational correlation *would* be beneficial is conceded; that it *may be* realized, Lord, hasten the day!: that it *will be* realized along the lines suggested by its now champions is a matter of serious doubt.

We have, as the result of mental tussle, centres ranging in number from one to five; later returns may swell this number. Believing that this latitude of variance is due to fundamental error the following propositions are submitted *for reflection only*:

1. A universally applicable scheme of correlation with "subject

centre or centres" is practically impossible.

2. If any two or more children can be similarly educated by the application of an unaltered scheme of correlation with subject centre or centres, it is due to the accidental possession of similar mental powers; a rare thing.

3. With two or more children of similar mental powers, correlation must vary with environments.

4. Rational correlation is purely a matter of "pupil individuality;" hence the logical centre of rational correlation is *This Child*.

5. Correlation by subjects, argues the desire to produce uniform results; the production of uniform results, means individuality annihilated; individuality annihilated means—(reader please finish).

6. We are open to conviction on any or all of the five foregoing.

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Educational Press Association of America.

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American Journal of Education.....	St. Louis, Mo.
American Teacher.....	Boston, Mass.
American School Board Journal.....	Milwaukee, Wis.
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PAPER.

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Teachers' World.....	New York, N. Y.
Texas School Journal.....	Dallas, Texas.
Teachers' Institute.....	New York, N. Y.
Western School Journal.....	Topeka, Kansas.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

—A reading of the following composition produced by one of the pupils of the public schools in this country, makes it very plain that "correlation" is beginning to "correlate," and that "Henry 8" is a close competitor of Robinson Crusoe for the honor of forming the core or center.

King Henry 8 was the greatest widower that ever lived. He was born at Annie Domino, in the year 1066. He had 510 wives besides children. The first was beheaded and afterwards executed, and the second was revoked. Henry 8 was succeed on the throne by his great-grandmother, the beautiful Mary Queen of Scotts, sometimes called the Lady of the Lake or the Lay of the Last Minstrel.

—The editor and his associate are both too modest to put in print in the columns of their own paper

the many flattering expressions of approval of its present management coming from so many different sources. They do, nevertheless, appreciate to the fullest extent the support and encouragement they are receiving from so many different sources.

It is believed that the present number will prove both interesting and helpful. The articles of Miss Sutherland, Prof. Kellerman, and Dr. Burns are continued; Dr. Venable's first "Picture from the Past" will be seen; Sarah Jane is in an inquisitive mood again; and E. W. Wilkinson's pointed propositions on "Correlation" will certainly produce the "reflection" for which he submitted them.

The article on "Promotions" by Supt. Boggess is a strong one from his standpoint and ought to draw out a discussion on this all-important and difficult question.

While the treatment of "Home, School and Church" by the lamented Charles Spangler will be of interest and profit to all teachers and superintendents, it is especially desirable that it be read by parents. It contains a vast amount of sound doctrine both pedagogical and theological, and is one of the best answers we have ever read to the unreasonable criticism of the public schools which is finding its way into too many of our magazines and papers.

As a fitting close to this note,

it is suggested that now is a good time to subscribe, or, if you are a subscriber and owe for the Monthly, to pay what you owe.

DEPARTMENT OF PEDAGOGY, O. S. U.

No action on the part of the Trustees of the State University could be more generally acceptable to the teachers of Ohio than the establishment of the Chair of Pedagogy, and the calling to this work of Professor J. P. Gordy, now at Athens. The chair has been asked for a long time, and with increasing earnestness. It would have been established at the first call, but for lack of means. Now it seems possible to maintain this work in a manner commensurate with its importance, and the University takes it up with all the energy and earnestness and thoroughness that characterize that institution. It has a double value in its present location. It not only gives opportunity for higher instruction in all pedagogical lines, but it gives this in the midst of the University atmosphere—which is more than half an education in itself. Besides, it will offer opportunities not only to those who are to teach, but to those who as citizens ought to know more than they do at present of the real work and methods of successful schools. If every graduate of the University has some definite and accurate knowledge of the history of education, and of the true place and

value of public education, there will be a great advance in all this in this state within the next ten years.

The Monthly needs to say little as to the man. Professor Gordy is without doubt one of the best known and most widely popular educators in this state. He has been among its teachers long enough to have a large following, and his department will at once spring into great popularity. Indeed, it is hardly too much to expect that it will very shortly become the seventh college of the University. We shall all feel that there has come new life and new opportunity to the teachers of the state in this new departure under the guiding hand of this well known instructor. Professor Gordy's educational experience is unique. For five years he lectured in the public and preparatory schools of Maryland and Delaware, during which time he prepared himself for the Sophomore class in college. Immediately after graduation he spent five years in teaching philosophy. At the end of that time he went to Europe, where after three or four months' travel, he entered the University of Leipsic, and at the end of the first semester took the degree of Ph. D. *magna cum laude*. Returning to this country, he spent a year in assisting in the revision of Webster's dictionary, and in study at Yale college. The next year he was employed by Scribners to translate the first two

volumes of Kuno Fischer's History of Modern Philosophy. He also translated the Descartes of the same author. He then came to Athens, where he has worked since. Of his written work, his Lessons in Psychology, Training of Teachers in the United States (prepared at the request of the U. S. Commissioner of Education, and printed by the general government) and History of Political Parties, are doubtless the best known. The latter has caused some of the best critics to place him in the list with Schouler and other well-known authors. He has been a constant contributor to the current literature of this country, and is as well known in other states as in Ohio. His work in the institutes of this state and of Pennsylvania has been of the highest order, and has always given great satisfaction.

This sudden enlarging of his field of usefulness must give great satisfaction to a man of Professor Gordy's ambition and earnestness. We congratulate him, as well as all the teachers of the state.

SCHOOL LEGISLATION.

At the session of the General Assembly which adjourned April 27, several important laws having a bearing upon different phases of school work were passed.

Reference was made in the April Monthly to the amendment to section 4074 providing that after July 1, 1896, the examination ques-

tions in U. S. History must include questions in Civil Government.

Section 4073 has also been amended so as to provide that "examiners may grant certificates for eight years from the date of examination, to such applicants as, in addition to the necessary qualifications, hold or have held a certificate for five years, and have been for three years next preceding their application engaged in teaching, eighteen months of which experience shall have been in one place; and the applicants for such certificates for eight years, in addition to the other qualifications, shall be required to pass a satisfactory examination in botany, algebra, natural philosophy and English literature; and such certificate for eight years shall be renewable upon the same conditions, but without examination, at the discretion of the examining board."

It is very evident to any one that this amendment has in it possibilities for both good and evil. If boards of examiners are careful, conservative, and strict in carrying out this new provision, *granting certificates only upon examination in the branches named to such persons as are worthy to receive such professional recognition*, proper encouragement will be given to advanced work on the part of progressive teachers, and the schools will be benefited. If on the other hand, certificates for eight years be granted in a careless manner, either without ex-

amination at all, or upon examination so easy as to be practically no examination, the general standard will be lowered, and the schools harmed. Examiners should guard very carefully the issue of both five and eight year certificates, making it possible for only the best scholars and most progressive professional teachers to hold them. In many counties, boards of examiners have been requiring under the old law that applicants for five year certificates pass an examination in branches additional to those named in section 4073. While this requirement may have been in the interests of the best schools and teachers, it certainly was not authorized by law. The eight year certificate makes unnecessary any such requirement, but great care should still be exercised in granting the five year certificates. They should be granted only upon positive evidence of superior scholarship in the common branches together with unquestioned success in teaching as indicated in the provisions of the law.

This law went into effect on its passage, and applies only to certificates issued by county boards. The provisions of section 4081 which apply to the granting of certificates by village and city boards, remain unchanged.

Sections 4070, 4071, and 4075 have been amended so as to reduce the number of county examinations from not to exceed eighteen each year to not to exceed ten each year.

Instead of the old provision allowing two dollars per day for the services of examiners, the law now provides that they shall be paid as follows:

Ten dollars for each examination of sixty applicants or less, fourteen dollars for each examination of more than sixty applicants and less than one hundred, eighteen dollars for each examination of one hundred applicants or more. In addition to his regular pay, the clerk of the board shall receive four dollars for each examination of sixty applicants or less, six dollars for each examination of more than sixty applicants and less than one hundred, eight dollars for each examination of one hundred applicants or more. That part of section 4075 which provided for the payment of the expenses of the examiners is repealed. These changes in the law are directly in the line of the resolutions passed by the last state association of county examiners and the operations of the new provisions will be watched with interest. A trial of these provisions may indicate the necessity of some additional amendments, but it is believed that the reduction of the number of examinations is a movement in the right direction. There is certainly no good reason for more than one examination in each month of the school year, and the repeated applications of persons for certificates who are not qualified in any way to teach but who hope to receive certificates

simply because examiners feel that they must get rid of them in some way, should be discouraged.

While this law went into effect on the day of its passage, it will be not only wise but necessary to continue holding the examinations for the remainder of the present school year, which ends August 31, 1896, as they have been arranged and advertised under the provisions of the old law.

The Boxwell Law has been amended so as to provide that the two examinations may be held at such place or places, and on such dates as the board of county examiners may determine. The time and place of holding the county commencements is also left to the discretion of the examiners. The holding of the two examinations and the commencement is mandatory, as it should be, but it is certainly wise to leave the time and place to be determined by the examiners of each county.

The Workman Law has not been repealed or amended, and will now have an additional trial of two years.

The school book law has been reenacted in all its principal features, and will continue in effect for another period of five years.

The bill to increase the salary of the school commissioner was defeated in the House. This was due to the fact that there was a decided opposition on the part of the members to any increase of any salary; also to the fact that the teachers as

a rule made no demand for the increase. With the exception of a very few who made a personal request of their representatives to vote for the increase, no interest was shown in the measure. It is to be hoped that something may be done at the next session of the Legislature which meets before the next commissioner enters upon his duties, but the teachers must remember that nothing but organized effort on their part will bring about the desired result.

SOUTHWESTERN OHIO TEACHERS' ASSOCIATION.

The spring meeting of this wide awake body of teachers was held at Hamilton, in the commodious High-school hall, Saturday, April 18. Hamilton, Butler, Preble, Montgomery, Warren and Clermont counties were represented. Principal E. R. Booth of the Cincinnati technical school presided.

A very commendable feature of this very valuable session, a suggestive pointer to committees of county associations, was that all the papers and discussions were centered upon one topic, Literature and History for Intermediate Grades. This concentration of effort upon the various phases of one most vital question made an attentive auditor feel as if something tangible had been accomplished.

Supt. S. L. Rose of Hamilton, Prof. Chas. L. Loos of Dayton, Dr. W. H. Venable of Cincinnati, Miss

Elizabeth Crowther of the Western College at Oxford, Dr. Geo. P. Brown of the School Journal, Blomington, Illinois and President Scovel of Wooster were the principal speakers.

The sensible suggestions of Supt. Rose, the pleasing earnestness of Dr. Venable's address and the very excellent paper by Miss Crowther which was both brief and pointed were taking features of the morning meeting. The addresses in the afternoon by Dr. Brown and President Scovel were listened to by some 250 teachers.

The music and recitations with which Hamilton people favored the audience were highly appreciated.

The next meeting will be at Hamilton in October. The officers for the ensuing year are: President, S. L. Rose, Hamilton; Vice President, Laura Ressler, Eaton; Secretary, Mary Grennan, Oxford; Treasurer, O. M. Patton, Loveland; Executive Committee, J. H. Rowland, Middletown; Anna Logan, Westwood; F. S. Alley, Ripley; Mrs. Crone, Lebanon; Chas. Loos, Dayton.

WESTERN OHIO ROUND TABLE.

Nearly fifty superintendents of western Ohio met at the Hotel Beckel, Dayton, April 16 and 17, to consider the questions proposed for discussion by the executive committee composed of Supt. W. McK. Vance of Urbana, and Supt. John S. Royer of Versailles. Supt. C.

W. McClure of Oxford was president, and Supt. J. O. Beck of West Jefferson, secretary.

The first session was devoted mainly to a discussion of three questions, each having a direct bearing upon the present tendency to overcrowd courses of study, and thereby give less time to what are generally known as the essentials. It was generally agreed to that it is the business of the state to teach most thoroughly the branches required by law, and that these branches must be regarded as the *essentials*. It is not so important that many things be taught as it is that what is taught be taught well. Development of mental power must not be lost sight of, and ability to concentrate all the powers of the mind upon the study at hand is of great value. To accomplish the best results the spirit of the teacher is a greater source of power than any course of study.

This discussion was followed by a careful consideration of the old, but ever important, question of a course of study for high schools. A four years' course was strongly recommended with very few, if any, elective branches.

President Canfield of the Ohio State University took part in these discussions and in a very terse, practical, entertaining manner forcibly presented the importance of professional training for teachers. The applause which greeted his announcement that the State Uni-

versity had established a chair of pedagogy and had called to that chair Dr. J. P. Gordy of Athens, was positive evidence that the superintendents present heartily endorsed this action, and that this department will soon be a prominent factor in the school system of the state.

At the Friday morning session the following resolution was introduced:

Resolved, That the State School Commissioner be requested to invite the presidents of the Ohio State, Miami, and Ohio Universities, and at least two well-known and acceptable superintendents of city schools, to act as an advisory committee to cooperate with the State Commissioner in devising, and as far as possible, putting into effect greater uniformity in the work of the high schools of the state.

This resolution was discussed at length and it was quite evident that all present were impressed with the importance of its object, and were in harmony with its spirit, but there was a difference of opinion as to the advisability of making up the committee as outlined in its provisions. If such a committee be formed it is believed that the denominational colleges should be represented, and that the majority of the persons composing it should be public school men. The whole matter was referred to the State Teachers' Association for consideration.

The use of tobacco, cigarettes,

etc., was discussed at some length, and reports from some superintendents showed that such use is no longer confined to the boys in school. The fact that cigarette smoking is rapidly increasing presents a serious problem for the consideration of both teachers and parents.

Standards of promotion, the advisability of re-examining pupils who fail, and kindred topics, were discussed with the usual result of showing that however much superintendents differ in theories they present when away from home, their practice at home is about the same, and that some definite standard is an absolute necessity if the organization of the school is to be kept up. As a rule pupils should not be re-examined.

The discussion of the question of the proper amount of industrial work for schools in towns of less population than 10,000, showed that some of the superintendents of our smaller towns and cities are giving very careful thought to this important feature of their work. It was advised that the work be introduced gradually and be confined in the beginning to the use of tools as applied to wood work.

At the request of the members, the School Commissioner gave a summary of the school legislation proposed and enacted at the present session of the General Assembly, and also outlined the work of the meeting of the Department of

Superintendence of the N. E. A. held at Jacksonville in February.

The following persons were elected officers of the association for the ensuing year: President, Supt. W. McK. Vance, Urbana; Executive Committee, Supt. J. S. Royer, Versailles, and Supt. F. S. Alley, Ripley.

EASTERN OHIO AND WESTERN PENNSYLVANIA ROUND TABLE.

This association met at the rooms of the Board of Education in Cleveland, April 24 and 25. The attendance was good and the meeting a very spirited one.

Supt. Treudley of Youngstown made an able presentation of the subject of ideals in education, maintaining that there must be high ideals in order that there be efficient work. The teacher's ideals must include worthy ends of education and of possible achievement. The pupils must have worthy ideals of achievement. They must also have ideals of worthiness of character. These may be developed from life, through biography of noble persons and if the teacher be what she should be she may herself stand as the type of character for the child to idealize. Supt. Babcock of Oil City followed in an analysis of ideals and an enforcement of their necessity to good school work.

"What items should a teacher actually know about a child in order best to teach him," proved an in-

teresting topic for consideration. Supt. Morris of Alliance outlined the kind of study which the teacher should make of her pupils and catalogued the items she should actually find out about him. She must know his physical peculiarities—whether his health is good, whether his eyesight is defective, his hearing should be tested and all his sense organs carefully exercised in order to find their special limitations. Further, his mental and moral peculiarities should be carefully noted. His moral powers should be carefully scrutinized and his habits and tendencies noted. Even his home environment—how he is treated by father and mother and brothers and sisters—all are necessary parts of the teacher's knowledge in order that she shall know how best to treat the child in all the school relations.

Supt. Thomas thought this a formidable thought; not an unnecessarily long list of requirements; but he doubted whether teachers could acquire such knowledge of individuals while each teacher has so many pupils, and while the teacher is left for so brief a time with her school. This brought on a general discussion of the question whether a teacher should not be advanced from grade to grade and year to year with her class. Miss Dutton of Cleveland favored having a teacher take her class from the first year to the High school. Many superintendents dissented from this

view because the average teacher is too poorly prepared to teach all the grades, and especially to be the constant companion of children through so many years.

At the evening session Supervisor H. C. Muckley gave a masterly exposition of the subject of interest as influencing the culture of the will. It is impossible to report this exercise with anything like adequate effect in a brief notice. He was followed by an illustration of the subjects of Geography and History. This was given by Prof. H. E. Bourne of Western Reserve University.

He illustrated many helpful phases of Geography in its influence upon the teaching of History; and then reversed the picture and showed that many steps in the development of governments throw important side lights upon present geography. This is especially true with political geography. Miss E. S. Revely of Cleveland supplemented this exercise by many happily worded suggestions of the helpful relations of these two subjects, especially in the practical teaching of these branches in our schools.

The last session of the Round Table, on Saturday morning was particularly full of happy and thoughtful suggestions in reference to a number of very practical school-room topics.

Miss Clara G. Tagg of Cleveland gave a very bright talk upon the subject of teaching composition in

the elementary grades. She urged that more originality be secured by giving subjects to individual pupils rather than to the class as a whole, that the child might put more of himself into his work. The compositions would themselves be more original, the power of fluent expression would be better developed, and the drudgery of composition would be greatly lessened. She urged that the greatest freedom and originality can be secured only when great familiarity and a good understanding exist between teacher and child. Under no other condition will the child reveal his inner life to the teacher by placing his most sacred feelings and beliefs in his composition for her scrutiny.

This exercise was followed by a discussion upon the modern school as a means of will training. Mr. Lamb of Youngstown thought it possible that the sugar-coated methods of recent times have perhaps been carried too far for the best training of the will; and that more iron should be introduced into the blood by sturdier requirements. Supt. Lowe of Ashtabula, believed that present methods are developing the whole child, and hence are developing the will in the best possible way. After a general discussion of this topic, and the reading of the report of the Outlook Committee by Supt. Mackey of Butler, Pa., the meeting adjourned. This meeting must be considered

on the whole as an unusually successful one.

The next meeting will be held at Meadville, Pa., October 23 and 24. Supt. J. A. Cannon of Sharon, Pa., was elected chairman of the Executive Committee.

STATE TEACHERS' ASSOCIATION.

After much debate the Executive Committee have determined to call the annual meeting of the O. S. T. A. for Hotel Victory, Put-in-Bay, instead of Chautauqua as originally planned. Our reason for this action lies largely in the fact that the best efforts of which we were capable could bring no better rate to Chautauqua than one-half fare. This means \$11 from Cincinnati and \$9.80 from Dayton.

A member of the committee will go to Put-in-Bay to "spy out the land," in addition to the information we already possess, which perhaps is ample now, so that assurance may be rendered doubly sure of our being well entertained.

We have personal assurances from boats, hotel and railroads of unprecedented rates, of which this may be taken as a sample: Columbus to Put-in-Bay and return via either Cleveland or Toledo, and two days at Hotel Victory, \$6.50. Additional days at hotel \$2 a day. We may get better rates than these from the smaller hotels.

Detroit and Cleveland Steam Navigation Co. promise us a de-

lightful treat in this excursion: Toledo or Put-in-Bay to Buffalo and return \$4. Leave Put-in-Bay 3 p. m., arriving Buffalo next morning for breakfast.

Come, rally for a grand gathering at Put-in-Bay and then on to Buffalo.

Further particulars in Bulletin and JUNE MONTHLY.

C. L. VAN CLEVE,
Sec'y Ex. Com.

LOGAN, O., April 24, 1896.
Editor Ohio Educational Monthly:

Will you please give space to the following note:

Why not change the time of holding the Ohio State Teachers' Association from the summer to the winter vacation?

As it is at present very few of the *rank* and *file* of the great body of Ohio teachers ever attend these meetings.

If the time could be changed and the city of Columbus made the permanent place of meeting, the attendance would be increased *two or three hundred per cent.* This is a matter that should be carefully considered by the teachers of Ohio before the next meeting of the association, so that, when the time comes for action upon the question, we cannot dismiss it by saying that we had not thought of it.

Let us have an expression on this question and remember that it is in the interest of the great majority of our Ohio teachers.

Very Respectfully,
R. E. RAYMAN.

NATIONAL EDUCATIONAL ASSOCIATION.

Information received from the officers of the N. E. A. and the local authorities at Buffalo indicates that the meeting to be held in July will be one of more than ordinary interest and profit. The different traffic associations have agreed upon the usual rate of one fare for the round trip plus \$2.00 (membership fee).

President Dougherty and Secretary Sheppard have the program nearly completed and the following selected as samples will give an idea of the many good things in store for those who attend:

Address, Horace Mann, by Dr. W. T. Harris; American Literature, by Prof. Brander Matthews, Columbia University; The Function of Nature in Elementary Education, by President M. G. Brumbaugh, Juniata College; Report of Committee on City School Systems, by Supt. Aaron Gove, Denver.

The good people of Buffalo are showing their appreciation of the coming of the teachers by opening their homes to be assigned to them during their stay in the city, arranging for good hotel rates, cheap excursions, etc. The local secretary is Albert E. Swift, Buffalo.

Ohio ought to be largely represented at this meeting. President Dougherty writes the editor that he is expecting great things from us. Let us not disappoint him.

FIELD NOTES.

—The spring session of the Richland county institute was held at Lucas April 18. Several topics were on the program for general discussion, and addresses were made by Supt. Lyon of Mansfield and Supt. Jones of Massillon. The pupils of the Lucas schools gave a literary entertainment in the evening.

—The seventeenth annual report of the State Agricultural College, Fort Collins, Colorado, is a valuable educational document full of interest and excellent suggestions. President Alston Ellis is making himself felt all over the state and the college is rapidly gaining in numbers and influence. The following is a sample of the many good things found in this report:

A good general education, one acquired by thinking processes, is just as essential to farmers or mechanics as to any other class of people. Life in any field of human effort means more, is more, to the man of thought than to the ignoramus. The avenues of all business life are crowded with men who *do* and think afterwards, if they ever reach the ability *to think* at all.

—The Columbiana county teachers' association held a meeting at Leetonia, April 11, at which time a number of interesting papers were read, and the new school hall was dedicated.

—At the fourth bi-monthly meeting of the Greene county teachers'

association at Xenia, April 18, Prof. S. D. Fess of Ada made an address at the forenoon session on "Our Two Civilizations," and at the afternoon session on "Inspiration Gained from the Study of History." President James H. Canfield, O. S. U., also delivered an address, and F. C. Hubbell read a paper.

—Supt. W. F. Allgire of Fredericktown is much encouraged in his work. A year or two since a new school building was erected, and a few months ago an assistant teacher in the high school was added. An entertainment was given March 31, the proceeds of which were applied to the purchase of books for the library.

—Dr. A. E. Winship of the *Journal of Education* is to be congratulated on his election as delegate to the National Republican Convention at St. Louis.

—The third annual joint meeting of school directors and teachers of Clinton, Sharon and Perry townships, and the Worthington school district, Franklin county was held March 28. An excellent dinner was furnished by Supt. C. L. Dickey and his teachers, and a number of inspiring speeches were made by teachers and directors. The MONTHLY was represented by the associate editor who delivered an address on "The Relation of the Board of Education to the Teachers and the People." It is not necessary to state that such meetings do good,

and that the schools represented are growing better each year. Supt. Dickey is the right man for the responsible position he holds, and we congratulate him on the splendid work he is doing. May the time soon come when every township in Ohio shall be as well organized and supervised as those named above.

—The Cuyahoga county superintendents' club met at the Forest City House, Cleveland, April 18, and discussed the following topics:

1. Promotions—How Made and When?
2. Control of School Grounds.
3. Mental Arithmetic—Amount and Value.
4. Supplementary Reading.
5. Advantages and Disadvantages of Examination.

—A course of lectures before the Canton city teachers this winter was delivered by the following persons:

Dr. Scovel of Wooster, Dr. Canfield of O. S. U., Dr. Gordy of Athens, Dr. Burns of Canton, and Miss Margaret W. Sutherland of Columbus.

Prin. J. A. Leonard of Youngstown comes next on the list.

—Mr. J. H. Warner of Machias, N. Y., in sending in membership fees in the O. T. R. C., organized by him writes as follows:

For the circle in Machias I will say: We have a membership of ten. But so far only the two mentioned

above have desired to register as members of the "parent society."

The "Yankees" are a little slow to grasp new ideas, but when once they "grasp" they "hold on."

I think it is possible to have the O. T. R. C. represented quite largely if a little effort be put forth.

No one, having seen the work of the circle in Ohio, can fail to see the good it does.

—April 10 and 11 were reading circle days in Tuscarawas county. The following program was carried out in full:

Friday, 7:30 p. m.—Annual address, Com. O. T. Corson.

Saturday, 8:30 a. m.—Address of welcome, Prof. Joseph Welty; response, Supt. J. V. McMillan; paper, "Is There a Place for Deductive Teaching in the Public Schools?" Supt. E. E. smock; discussion, Supt. S. R. Booher, Prin. O. J. Luethi; paper, "Is Concentration Opposed to Extensive Teaching?" Supt. J. V. McMillan; discussion, Supts. J. M. Richardson and S. K. Mardis; paper, "Riverby—A Review," Supt. A. A. Schear; discussion, Miss Cora Schmitz.

One o'clock p. m.—Paper, "How Shall We Teach Botany?" Prin. Anna Eaton; discussion, Supt. L. G. Kuhn; paper, "Current History in School," Supt. M. B. Whitaker; discussion, Supt. J. W. Pfeiffer, Miss Alice Meyer; paper, "Has Our Interpretation of the Constitution been According to the Ideas of Hamilton or Jefferson?" Supt. E. E. Link; discussion, Prin. W. A. Castle, Supt. P. A. Sigrist.

—In discussing the importance and cost of education, in his report

for 1895, Supt. J. A. Shawan makes use of the following language:

There is nothing of so much importance to the mother and father as the culture and development of their child. Its future success and happiness are the dream and hope of their lives. For it they live and labor and would be willing, if need be, to die. What matters it then if its education does cost something? Is not that the chief aim of the thoughtful and loving parent? What matters it if its education should cost double the amount now paid, if the good results could be correspondingly improved? Whatever is paid for education is a permanent investment made in every home in the land. The intellectual and moral wealth of each home adds to the intellectual and moral wealth of the nation, and hence is a public blessing. I never see a man who is thoroughly interested in the education of his children, but that I consider him, in a sense, a public benefactor.

—In the report of the Dayton schools for the year ending August 31, 1895, Supt. W. J. White pays the following high tribute to the teachers of that city—a tribute of which every earnest, competent teacher is worthy:

No words of mine could adequately express the sense of conviction which I feel that the full measure of devotion to duty and of consecrated endeavor on the part of many of our teachers, is only discovered and properly appreciated by comparatively few. The fact that these teachers are content to work on year after year, often unnoticed, unencouraged and even at times se-

verely criticised, is to me the highest proof of their superiority. The long, toilsome years of patient preparation which they have made for their chosen work, the constant research, investigation and thought which they continually give to keep themselves in the very forefront of their profession, the unceasing struggle which they make to catch the very latest utterance of the advanced thought in educational method or progress, the consciousness of intrinsic merit and of abiding strength which they of right feel, justly entitles them to a fuller measure of confidence, and a more liberal approbation than they now receive. It is not only true that "the laborer is worthy of his hire," but in this important field of labor such successful experience and eminent skill is worthy of just recognition and of generous commendation.

—The editor had the pleasure of attending the spring session of the Stark county institute held at Os-naburg April 3 and 4. The attendance was large and all present were delighted with the instruction of Dr. E. T. Nelson of Delaware and Supt. J. C. Hartzler of Newark.

—Supt. O. M. Patton of Loveland has been unanimously re-elected for a term of two years.

—The Tri-county Teachers' Association, composed of Ashland, Medina, and Wayne, met at Wooster, May 1 and 2. President James H. Canfield delivered an address the first evening.

—James A. Calderhead, well and favorably known in northeast-

ern Ohio as a mathematician, has been called from the ranks of the public school teacher to the professorship of mathematics in Curry University, Pittsburg, Pa. He has already entered upon the work.

The North Eastern Ohio Normal College at Canfield, will graduate in June a class numbering thirty-six. This is the largest class that has ever graduated from the school. The faculty have arranged to conduct a summer review term, which begins June 16, and continues six weeks.

—W. E. Kershner of Mendon has been rewarded for his hard work of the last three years by being reelected unanimously as principal of the township high school, and superintendent of the township. The board has also passed a resolution continuing the high school for three years more.

—Supt. E. F. Warner of Bellevue sends the sad news of the death of Miss Julia Merry who had taught twenty-seven consecutive years in the schools of that town, and who was widely known as a person thoroughly consecrated to her work.

—The editor is under many obligations to Supt. George B. Bolenbaugh of New Richmond for a delightful drive from that town to the Parker Academy where Dr. Hancock was educated, and to the birth-

place of General Grant. A half day spent in the schools of which Supt. Bolenbaugh has had charge for the past six years made very evident his success as a teacher and superintendent.

—Supt. J. E. Ockerman of Sabina has been unanimously reelected for another year.

—Supt. J. J. Allison of Crown Point, Ind., who formerly taught in Ohio, has been called to Boise City, Idaho, at a salary of \$1,800.

—The Auglaize county teachers held a meeting at Wapakoneta, April 18. The program made provision for an experience meeting in the forenoon, and for short talks on suggested subjects at both sessions.

—We are under obligations to superintendents Arthur Powell of Marion, and J. C. Oldt of Put-in-Bay for copies of their school manual.

—We acknowledge the receipt of a copy of "The Negro in Ohio"—a thesis presented to the faculty of the graduate department of Western Reserve University for securing the degree of doctor of philosophy, by Charles Thomas Hickok, A. M.

—Commencements: Felicity, April 21, two graduates, J. B. Duzan, principal; Sunbury, April 24, two graduates, R. B. Bennett, principal; Covington, April 24, ten graduates, R. W. Hines, superintendent.

BOOKS AND MAGAZINES.

Ginn & Co., Boston, Mass.

[See advertisement in this issue.]

Classics for Children.

The Natural History of Selbourne, by Gilbert White, with an introduction by Edward S. Morse. Mailing price, 50c.

Selections from Epictetus — George Long's Translation. Abridged by Edwin Ginn. Mailing price, 50c.

Houghton, Mifflin & Co., Boston, Mass.

Riverside Literature Series, Numbers 93 and 94.

Number 93 — *As You Like It*, by William Shakespeare. Edited by Richard Grant White.

Number 94 — *Paradise Lost*, Books I-III., by John Milton. Introduction and Notes.

Froebel's Occupations, by Kate Douglas Wiggin and Nora Archibald Smith.

Werner School Book Co., Chicago, Ill.

[See advertisement in this issue.]

A Primary Reader — Old-time stories, fairy tales and myths retold by children — by E. Louis Smythe.

The object of this book is three-fold: To provide reading matter suitable to children; to acquaint them early with the heroes that have come down to us in song and story; and to create a desire for literature.

Essential Lessons in Human Physiology and Hygiene, by Winfield E. Baldwin, M. D. Technical terms are avoided as far as possible, and facts essential to the most practical knowledge of the subject are made prominent.

Harper's Magazine for May is large and well filled. A finely illustrated article on Mark Twain by Joseph H. Twichell begins the number; "The Penalty of Humor" by Brander Matthews will entertain and instruct, and "At Home in Virginia" by Woodrow Wilson is full of interest. The Editor's "Study," and "Drawer" are up to their usual high standard.

Three striking contributions to the *May Atlantic* are the opening number of a series of letters from Dante Gabriel Rossetti to William Allingham, ably edited by George Birkbeck Hill, with a delightful autobiographical sketch of Allingham; Kendrick Charles Babcock's discussion of The Scandinavian Contingent, being the third paper in the series on race characteristics in American life; and an anonymous paper on Mr. Olney's fitness for the Presidency.

An out-door flavor is given to this issue by Mrs. Olive Thorne Miller's Whimsical Ways in Bird Land, another of her bird papers which have won for her a wide reputation as an acute observer and graceful writer, and Pandean Pastimes, an out-door study of Spring from a child's standpoint, by Mrs. Fanny Bergen.

The Century for May is occupied in large part with topics which are in the public mind at the present time. As the ceremonies of the approaching coronation in Russia will be substantially similar to those of Alexander III., the reader will gain a good idea of their character from a journal of the latter event, contributed by Miss Mary Grace Thornton, daughter of Sir Edward Thornton, who at the time was British ambassador to Russia. This article is a graphic account of the brilliant events of a Russian coronation by one who had exceptional opportunities for observation, and is illustrated by reproductions of drawings made for the official record. The first of Professor Bryce's papers on South Africa is printed in this number, and deals with the external and geographical features of the country to which the eyes of all the world have been directed by recent events.

The month of flowers is appropriately celebrated in the contents of the May number of *St. Nicholas*. Poems, sketches and illustrations are pervaded by the breath of Spring. "Betty, the Bound Girl," by Ethel Parton, is a ballad founded upon an incident of the Revolutionary War. A story of England centuries ago is "His Father's Price," by John Bennett. The hero of the tale, a little boy, wins a place in a great household by the plucky way in which he faces the consequences of a youthful prank. John Burroughs, poet and essayist, records the result of his observation of the ways of "The Porcupine."

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PICTURES FROM THE PAST.—No. 2.

BY W. H. VENABLE.

In the first paper of this series, I recorded my recollection of General Harrison's speaking in Warren county woods near Lebanon. The impressions made on my child-brain, by that Whig mass-meeting and stump-speech must have been vivid, for I can yet recall some of its scenes and incidents. At least I fancy,—or do I truly remember?—not only the appearance of the Hero of Tippecanoe, but, what interested me more, the music of fife and drum, the mimic log-cabin improvised for the occasion in the grove, the long canoe or dug-out, mounted on wheels, and above all, the booths set up under green boughs for the sale of ginger-cake, candy, cider, and other tempting delicacies. Perhaps that first exciting object lesson in American politics was fixed in my memory by the talk which I afterwards heard at home about it, by the fact that my

father was a Whig, and, possibly because, owing to the origin of my given name, I came to be nicknamed "Tip" much to the offence of my childish dignity.

My father's intense interest in politics and his active antagonism to slavery, impelled him to read much, and to argue much with his neighbor farmers. Often I listened to long and not always well-tempered discussions, in cornfield or barn or on the house-porch at nooning time, on the hot issues of the day and concerning the record, character and recent speeches of candidates for office. Among familiar names belonging to participants in such political declamation and debate I recall Stokes, Eulass, Crosby, Bonnel, Lackey, Keever, Baird, Janney, Evans and a dozen more. The Whigs and Democrats in the neighborhood, were, as I recollect, pretty equally

divided. There were but few who openly avowed abolitionist sympathies, and my father was one of the few. How vividly do I remember with what emotions I used to hear and *see* the encounters in wordy war of those farmers and villagers! My small, boyish passions were especially stirred, when, on occasion, my father, usually a quiet and Quakerish-mannered man, was assailed on all sides, by Whig and Democrat alike, for his political heresy, and, standing at bay, as it were, fought like a very Cromwell for toleration and the rights of man. Only once, to my knowledge, did the mild, slender, but much-arguing William Venable resent the frequent insult of being called a "d—d abolitionist." That once, his temper gave way to the astonishment of all, and he proposed to whip the person who had used the opprobrious words. No blows were exchanged, however, and, as I walked home with my wrathful parent, I don't know which feeling dominated my breast, shame or pride. When his wife, who was much worried over the incident, raised the pertinent query, whether he *could* whip the other man, the answer was: "That's not the point; a man must not bear too much abuse."

By talking politics and hearing political speeches, the intellectual faculties of the men of Ohio were exercised in earlier days as now. The newspaper did not play so important a part as it now does, but the stump-speech was at the height

of its efficacy. We can hardly over-estimate the influence upon the common man, a half century ago, of the three great educational agencies, the stump, the bar, and the pulpit. Strong political orators, expert pleaders in court, eloquent preachers,—these were the powerful schoolmasters of "many men of many minds," whose education was mainly not from schools or books, but, like Lincoln's, the result of direct grappling with the practical affairs of life. There are more ways than one of causing the brain to blossom with thought, and thought to ripen its seeds of will and action.

The people of Lebanon, of Warren county, of Ohio, and, indeed of the Ohio Valley, cherish with a kind of genial reverence the name of Thomas Corwin, a born orator, if ever orator was born,—a natural genius. Every school library in the Buckeye State should possess a copy of Mr. Russell's delightful "Sketch of Corwin." We are promised a more complete life of the great "Tom," with his principal speeches, by another Buckeye author, Mr. Morrow, a grandson of governor Morrow. Corwin, (1794—1865,) was in the zenith of his fame, when, about the time of the Mexican War, I with my school comrades of the Ridgeville district, began to realize the consciousness of a wider world than that within the boundaries of our fathers' farms, or even that vast empire ruled by the school teacher whom we were taught to call master. Not

an urchin of ten, in the township, who had not heard of Tom Corwin. The air was saturated with anecdotes of the wonderful man. He was table-talk in the houses of the wide-awake class. Many of the boys had been to Lebanon and seen his house there,—the very home of Thomas Corwin, with the knocker on the front door. A few of the lads had had the good luck to go with our fathers to the county-seat, and enter the quaint court-house, with its red walls and tall spire, and there hear the celebrated orator plead before a jury. My own rich privilege it was to hear him in a plea, both humorous and pathetic, in which he defended an unpromising criminal accused of attempt at manslaughter. My prejudices were violently against the accused, but when the speech was over, and the Foreman came in and announced the verdict "Not guilty," I yelled applause with the populace and felt that *we* and Corwin had justice on our side, and mercy too, in spite of facts.

But the supreme event which an Ohio man looked forward to and gazed backward upon, was the chance to hear Corwin make a party-speech in the open air. The entertainment afforded by such an exhibition of oratory was comparable to a first-class dramatic display combining touches of sublime tragedy, a sustained high comedy, and a farcical after-piece. The speaker would begin in a dignified strain and discuss the issues of the hour

with great power, clear logic, and statesman-like gravity, and not until he had clenched his argument and impressed his persuasion by an eloquent peroration, did he cast off the toga of conventional decorum, and don the cap and bells. The earnest discourse being ended, the fun set in. Hundreds came to the place of meeting merely to witness the "dazzling farce" of wit, humor and burlesque, that was sure to follow the main address. "Now look at him!" the sun-browned countryman would say to his fellows, when he saw Corwin put on his comic face; "he will begin now! See his eyes!" And he would begin; story followed story; jest, jest; never a more perfect actor entranced a multitude. Young as I was when I heard the celebrated orator speak, I could understand why he was so famous, for he was a being possessed of magnetic power unlike any influence I had ever felt. Boys are prone to hero-worship, and it was natural that we young Whigs should idolize Tom Corwin. The universal talk caused by his great speech in Congress, against the Mexican War, was shared in even by the school-boys of the period. The abolitionists of our vicinity, a very small minority, approved the sentiments of the speech; but the popular voice condemned Corwin. When the war actually broke out, in 1846, a number of the big boys belonging to Ridgeville school—Lew Staley, Amos Kelsey, Jo Githens and others whose names I cannot remember,

enlisted as volunteers, and marched away to join Taylor's army. The small boys mused of this heroic business with big-eyed wonder, and we used to talk about it at recess. One day some of us fancied we could hear an ominous, booming sound, as of cannon far away, and having vague ideas of the distance to the Rio Grande, we surmised that a battle was going on at Monterey or somewhere, and thought it very likely that Jo Githens would

be killed, he was so brave. Notwithstanding our general patriotism and our concern for the fate of Jo Githens, two or three violent partizans of Tom Corwin, sided with the miserable Mexicans, and one went so far as to imbrue his hands with poke-berry juice and to cry out in the language of the great orator: "If I were a Mexican as I am an American, I would welcome your soldiers with bloody hands, to hospitable graves!"

LANGUAGE LESSONS. — No. 5.

BY MARGARET W. SUTHERLAND.

As was stated before, except in a few lessons whose purpose is to teach what we have been pleased to call the mechanics of language, every lesson on this subject should have a purpose other than the drill in English. This should be not only because the proper way to acquire a word or an expression is at the time that it stands to us for some living thought, but because it will help us to meet difficulties that perplex teachers under somewhat different circumstances. The teacher in the city schools is constantly puzzled over the question how to get everything in for which there is at present a demand, with a course already overcrowded. But her program allows her a definite time for language. She will be getting

the most useful exercise in it while teaching manners and morals, history, literature, and something of nature. On the other hand, the teacher of the ungraded school, may not be permitted to give language lessons, while the patrons of the school may possibly approve of the teaching of the important subjects named above.

Long ago an educational reformer spoke of the superiority of physical exercises which put some other aim before the mind of the youth than mere physical culture,—the exercises of riding, fencing, rowing, and other manly sports which afford a pleasing exercise for the mind, give the charm of social intercourse, or the spur of manly rivalry,—over that exercise whose only

ostensible object is the development of the muscles.

Whether or not we agree with Herbert Spencer to the full extent of his belief that "It would be utterly contrary to the beautiful economy of nature if one kind of culture were needed for the gaining of information, and another kind were needed as a mental gymnastic," we do think it a waste to occupy children's time with many of the exercises on language charts and in language books that do not even provide mental gymnastics. Whenever I hear the tiresomely reiterated complaint of teachers that there is no time for literature, nature lessons, or direct moral culture, I think of what a good motto we teachers might take from Marcus Aurelius:—"The greatest part of what we say or do being unnecessary, if a man takes this away he will have more leisure and less uneasiness. Accordingly on every occasion a man should ask himself: 'Is this one of the unnecessary things?'"

These unnecessary things in the school-room make such a wicked draught on time, strength, and patience.

The business of our schools is not to educate the "gentleman" in the sense in which Locke used the word, but it is to make of every boy a *gentleman*. The spirit with which we should inspire our boys should be,

"Come wealth or want, come good or ill,

Let young and old accept their part,

Who misses, or who wins the prize?

And bow before the Awful Will,

And bear it with an honest heart.

Go, lose or conquer as you can;

But if you fail, or if you rise,

Be each, pray God, a gentleman."

For this reason, the lessons in manners and morals should begin upon the child's entrance to school. How should they begin? In the daily practice of good manners on the part of pupils and teacher. In the "Good morning" and "Good afternoon" or "Good bye" beginning and ending each day. In the "Excuse me" whenever the child is obliged to pass in front of one. In the "Thank you" and "You are welcome," which it ought to be a much greater offense to omit than to speak these little words even at a time when communication is forbidden.

To this incidental teaching should be added the more direct teaching in the language period. These lessons may at first take the form of conversation; and as conversation is an early form for all language work, it may be well here to speak of the essentials which should be our guide in all talks with our children.

The essentials of good conversation are interest, truthfulness, and clearness. We may guide toward correctness; but so long as it is the ruling principle of either teacher or

pupils, mind is not clarified, heart touched, or language vivified. No one talks well on a subject in which he is not interested. If one talks well on many subjects, it is because he has what Carlyle said Walter Scott possessed "a free, joyous sympathy with so many things." A child has not broad sympathy, perhaps, but he *lives* in what he knows well, and if we would have him learn to talk, we must enter into that world of his. Not for the sake of any practice in speech ought we to sacrifice that precious thing—truth. Sometimes little people in school are possessed with an idea that often hinders the mental and moral growth of their elders,—the idea that all must say the same things. Some years ago I visited a school where a rather frequent language topic was "What did you see on the way to school?" One little fellow graphically described a ship made of handkerchiefs that he had seen in a store window of one of the leading business firms of the city. Shortly afterwards another little fellow described the same ship. I thought a "little of the wind had come out of the sails," and knowing where the boy lived, I said "How did you come to school to-day, Tom?" He told me; and knowing that the ship had not been in the store window before that day, I suspected that Tom was not telling the truth. To my further question of "How did you happen to pass Reed and Ink's

store to-day?" he replied, "Oh! I didn't go past; I didn't see the ship, but I thought we all had to say the same things." I have heard children tell what they liked to eat and mention things that they had never tasted or had tasted so seldom that they could not have any recollection of previous enjoyment of them. Holding to the truth in conversation is important not only on account of its moral but also its intellectual value. Clear seeing and accurate reporting of what is seen, lie at the base of all true intellectual development.

Often in the home the story telling, which is one of the earliest forms of the language lesson, has begun. It is a very active agent for good in the kindergarten, and is not at all a new thing in the primary school; though, perhaps, of late years teachers have more clearly recognized its pedagogical value. As a part of literature and the part that we can use to greatest advantage in teaching children, I shall speak of it again; but here I refer to it chiefly as an aid in teaching manners and morals. As children are always interested in the concrete and seldom in the abstract, the lesson of kindness, gentleness, courtesy, bravery, is better enforced through the well-told story that illustrates these virtues than by homily or maxim. Indeed, it seems to me that either through the living example or through the example of the boy or girl, man or

woman, in fiction or history must the gentler virtues be taught. We cannot get them from the study of nature. Nature teaches the inexorableness of law not the quality of mercy. Celia Thaxter in her charming paper "On White Island" tells us what many a child delights to learn from nature, the triumph of the strong over the weak when she says, "We laughed to see the hermit-crabs challenge each other, and come out and fight a deadly battle till the stronger overcame and turning the weaker topsyturvy, possessed himself of his ampler cockle-shell and scuttled off with it triumphant."

And one of our own boys, a little fellow with a keen eye to learn from animal life and a ready tongue to defend his own actions, when reproved by his teacher for a spirit that somewhat approached "bullying" on the school ground said, "You told us to study the ants and learn what we could from them; and the big ones whenever they see a little one with what they want, pounce upon him and take it from him, and whenever they can, they whip each other. The strongest ones do what they please."

Many of the teachers in our State have White's School Management, as it belonged recently to the course of the Ohio Teachers' Reading Circle. In it are many good stories that will assist in this double work of language training and moral culture. It is true that

these are not all of equal literary value; but all schools are not ready for the same kind of story. It depends much upon the previous training of children whether a delicate outline or broad, telling strokes will be necessary for the mental picture.

A teacher must know definitely what lesson she wishes to teach by her story, must tell it so as to interest the children (a thing she cannot do if it has not taken possession of her own mind and heart) and so that the children can see the lesson that it teaches. Then she must talk it over with them; sometimes asking them questions,—watching closely that they answer the questions asked,—again letting them ask questions or tell what they think about the characters in the story, or what they think of the actions. When the time has come for the reproduction of the story, it is often well to let the child tell it in his own way. Mary Howitt in her sweet poem of "The Fairies of the Caldon-Law" echoes the feeling of many a child when she makes little Mary say in answer to her mother's question:

"And what were the words, my Mary,

That you did hear them say?"

"I'll tell you all, my mother,
But let me have my way."

A timid child may be helped by the teacher's suggestion of a word here and there when he is telling a

story, but too much interference will spoil the language lesson and often upset the moral effect.

When from the reading, the language, or the history lesson, the moral lesson has been taught, the pupils must be led to look for the practice of this virtue in the world about them, and inspired to practice it in their daily lives. Of course, it requires wisdom on the part of the teacher to guard against cultivating a spirit of harsh criticism of playmates or older associates and against a pharisaical satisfaction with self on account of a good deed.

Whenever I am tempted to feel

discouraged because the public schools are short of the ideal which we long to realize, there is a feeling of real joy at the victories daily witnessed over temptations by those whose strongest safeguards have come from the daily, hourly lessons of the schoolroom, a feeling of delight at the practice of little courtesies that would grace any circle of society on the part of those who come from very humble walks of life, and I know that these courtesies are shown because they have been inspired by teachers possessed with the spirit of

"The bravest are the tenderest,
The loving are the daring."

LITERATURE—No. 9.—SPRING WITHOUT AND WITHIN.

BY J. J. BURNS.

I shall try this time to have my reflections, whether spun out of my own memory and experience, or selected from the stores of others, more in tune with the season; and, to begin well, I return to Mr. Burroughs and something he has said about Spring—"that fresh indescribable odor, a subtle persuasive influence—every rootlet must have felt it, the robins knew it and were here that morning, the bees in the hive also or in the old tree in the woods, no doubt awoke to new life.

Then in the afternoon there was the smell of smoke, the first spring

fires in the open air, the smoke goes up through the shining haze; the farm-house door stands open and lets in the afternoon sun.

But while these vernal sights and sounds characterize the Potomac latitudes, in the North how goes the season? The old frost-king is striking or preparing to strike his tents. In the inland farming districts the signs are few and faint but very suggestive. The sun has power to melt the snow, and in the meadows all the knolls are bare, and the sheep are gnawing them industriously. The drifts on the side

hill also begin to have a worn and dirty look, and what was a grace and an ornament is now a disfiguration. In the woods the snow is melted around the trees, and the burs and pieces of bark have absorbed the heat till they have sunk half way through to the ground. * *

The moment the contest between the sun and frost fairly begins, sugar weather begins; and the more even the contest the more the sweet. I do not know what the philosophy of it is but it seems a kind of see-saw, as if the sun drew the sap up, and the frost drew it down. Before the sun has got power to unlock the frost there is no sap; and after the frost has lost its power to lock up again the work of the sun there is no sap. But when it freezes soundly at night, with a bright warm sun next day, wind in the west and no signs of a storm, the veins of the maple fairly thrill."

These paragraphs fit a latitude more boreal than that of Ohio; one where snow is a more reliable feature.

Chaucer is the great trumpeter of May. That season makes him crow like chanticleer.

"Til it fel oones in a morne of May
That Emilie, that fairer was to seene
Than is the lile on hire stalke grene,
And fresscher than the May with
floures newe—

* * *

The busy larke, messger of daye,
Salueth in hire song the morne
graye;

And fyry Phebus ryseth up so
bryghte
That al the orient laugheth of the
lighte,
And with his stremes dryeth in the
greves
The silver dropes, hanging on the
leaves.
And Arcite, that is in the court ryal
Is risen, and loketh on the merye
day.
And for to doon his observance to
May
Is riden into the feeldes him to
pleye,
To maken him a garland of the
greves
Were it of woodebynde or hawthorn
leaves,
And lowde he sang ayens the sounes
scheene:
'May with alle thy floures and thy
greene
Welcome be thou, wel faire freschie
May!'"

But our May is likely to wait for June; that is our out-door May.

It is like putting the danger signal at the far end of the bridge but I ask my young readers—and they are young whose hearts have not begun to shrivel—not to skip these quotations from Chaucer. Catch, or in some way lay hold of the rime, the rhythm, and the reason. They wait in every line of the genial father of English song for the reader "observingly to distil them out."

The single rule that will guide one farther than any other in this author is,—don't make monosyllables out of dissyllables. English lost something as a medium of poetic expression when larke, stremes,

English translator makes him appear to say: To love her is of itself a liberal education. In his history of the Four Georges Justin McCarthy tells us that Richard Steele paid this fine tribute to the Lady Elizabeth Hastings. I heard a platform orator recently attribute it to Congreve. The author of the well-worn line about the charms of music did say many beautiful things, many wise, many witty, many wicked but this is Sir Richard's.

And I think that some glimpses of its meaning have been revealed to me.

"Observe the lilies of the field. Sir John Lubbock says the dandelion lowers itself after flowering, and lies close to the ground while it is maturing its seed, and then rises up. It is true that the dandelion lowers itself after flowering, retires from society, as it were, and meditates in seclusion; but after it lifts itself up again the stalk begins anew to grow, and the little globe of silvery down is carried many inches higher than was the ring of golden flowers. And the reason is obvious. * * *

I wish I could read as clearly this puzzle of the button-balls. Why has Nature taken such particular pains to keep these balls hanging to the parent tree intact till spring? What secret of hers has she buttoned in so securely? For these buttons will not come off. * * *

In May, just as the leaves and the new balls are emerging, at the touch of a warm, moist south wind, these spherical packages suddenly go to

pieces—explode, in fact, like tiny bomb-shells that were fused to carry to this point—and scatter their seeds to the four winds."—*Burroughs.*

Early in February, along the banks of the Little Miami, the most attractive feature of the landscape was the buttonwood or sycamore trees. They were ornamented, especially near the top, with the brown globes spoken of by Mr. Burroughs, waiting for that warm south wind which is to send the tiny seeds upon their mission. I had never seen the trunk and limbs of the sycamore so freshly white-washed. Is the haunch of winter particularly the time for this tree to shed its bark?

March 16. The birds that left us in order to spend the winter below the snow-line are slow about their return. It seems that they must have had an officially certified copy of the ground-hog's bulletin. In default of robins, blue-birds, meadow-larks, and their relatives, without, I am going to have a little aviary within. Lowell is the first bird-poet of America. I wonder whether any one has ever called him the birds' poet-laureate—but he has been quoted and written about so much I take down my Bryant, to learn what he saw in the feathered world, and carefully to notice how he tells it. In the yellow violet we hear one bird of spring, but not a professional:

When beechen buds begin to swell,
And woods the blue-bird's warble know,

The yellow violet's modest bell
Peeps from the last year's leaves
below.

An Invitation to the Country pre-
sents, as one of the inducements,
that the blue-bird chants, from the
elm's long branches,

A hymn to welcome the budding
year,
The south wind wanders from field
to forest,
And softly whispers, "the Spring
is here."

Among the branches of the elm
is not the likeliest place for the
blue-bird, and his "light load of
song" can not be well named the
chanting of a hymn.

The Song of the Sower is a true
American pastoral; its sources are
the real sights and sounds of our
own land. It is strange, however,
that the poet allows his wheat to lie
in the "mellow mould" unsprouted
till spring wakes the germ.

We fling

O'er the dark mould the green of
spring.
For thick the emerald blades
shall grow,
When first the March winds melt
the snow,
And to the sleeping flowers, be-
low,
The early bluebirds sing.

I do not quote this to illustrate
the remark preceding. But let us
introduce a new bird:

What plant we in this apple-tree?
Buds, which the breath of summer
days
Shall lengthen into leafy sprays;

Boughs where the thrush, with
crimson breast,
Shall haunt and sing and hide her
nest.

Nothing could be more fit than
the putting of the robin in an apple-
tree.

The sun of May was bright in
middle heaven,
And steeped the sprouting forests,
the green hills,
And emerald wheat-fields, in his
yellow light.
Upon the apple-tree, where rosy
buds
Stood clustered, ready to burst
forth in bloom,
The robin warbled forth his full
clear note.

Apple-trees in bloom and no rob-
ins at their early song service,
flower-gardens and no roses, an
autumn sunset plain blue constella-
tions of water lilies and no boat.
But, by and by, the blooms have
dropped their scented snow to the
ground, the fruit has formed and
grown and ripened and been gath-
ered, while

The robin and the wren are flown,
and from the shrubs the jay,
And from the wood-top calls the
crow through all the gloomy
day.

Elsewhere in a familiar passage,
the life of the sable bird last named
is used to measure the duration of
the forest trees:

The century-living crow
Whose birth was in their tops, grew
old and died
Among their branches.

But to return from grave to gay,
from serene to lively:

There are notes of joy from the
hang-bird and wren
And the gossip of swallows through
all the sky.

* * *

There's the hum of the bee and the
chirp of the wren
And the dash of the brook from the
alder-glen.

Listen to the staccato of this
brook a moment, and then turn
your ear to the legato of that in the
Ancient Mariner.

A noise like of a hidden brook
In the leafy month of June,
That to the sleeping woods all
night
Singeth a quiet tune.

Something later in the season,
perhaps, the Walk at Sunset was
taken:

When insect wings are glistening
in the beam
Of the low sun, and mountain-
tops are bright,
Oh, let me, by the crystal valley-
stream,
Wander amid the mild and yellow
light;
And while the wood-thrush pipes
his evening lay,
Give me one lonely hour to hymn
the setting day.

In *Waiting by the Gate*, one of
Bryant's sad, meditative poems,
there are bright stanzas though
even across each of these is a line
of shadow from the overcoming
darkness:

The tree-tops faintly rustle be-
neath the breeze's flight,
A soft and soothing sound, yet it
whispers of the night;
I hear the wood-thrush piping one
mellow descant more,
And scent the flowers that blow
when the heat of day is
o'er.

In October, 1866,
How laughed the fields, and how,
before our door,
Danced the bright waters!—from
his perch on high
The hang-bird sang his ditty o'er
and o'er,
And the song-sparrow from the
shrubberies nigh.

The reflection of the sunshine
after a sudden cloud had shed its
shower, was the laugh of the fields;
not the harvest with which one of
the Essayists says earth laughs
when tickled with a hoe.

Among the trees:

The hermit-thrush
Pipes his sweet note to make your
arches ring;
The faithful robin, from the way-
side elm,
Carols all day to cheer his sitting
mate.

The hermit in the deep wood, the
semi-domestic red-breast by the
wayside, or, as likely, on the house-
top; the chances are that he will
intersperse his carols with spells of
foraging for himself and "his sitting
mate." In the *Return of the
Birds* the robin's solo is called
"flute-like."

The summer lodge which the
Strange Lady described to the re-

fusing, consenting Albert certainly presented rare temptations to the lover of the beautiful:

There in the boughs that hide the
roof the mock-bird sits and
sings,
And there the hang-bird's brood
within its little hammock
swings.

But why, oh, why, did Bryant write such lines as, "the fragments of a human form upon the bloody ground"! Mark Twain saw "the fragments of a Russian General."

Our poet, in the Prairies, addresses the

Breezes of the South!
Who toss the golden and the flame-
like flowers,
And pass the prairie-hawk that,
poised on high
Flaps his broad wings yet moves
not.

What we may call the converse of this picture—rapid motion with no flapping of the wings—is a more familiar summer sight.

Nature's self seems to have dictated the Fountain, so many touches of picturesque reality; but birds are my present concern and—

"In and out
The chipping-sparrow, in her coat
of brown,
Steals silently lest I should mark
her nest"
and—

"The tulip-tree, high up,
Opened, in airs of June, her multi-
tude
Of golden chalices to humming
birds."

A word in the last line calls back a remark read yesterday in Prof. Saintsbury's *Nineteenth Century Literature*. The author thinks that Mrs. Browning sometimes made rhymes that "set the teeth on edge. Thus, 'when she rhymes 'palace' and 'chalice.' * * Nay, more despite her Greek, she will rhyme 'idyll' to 'middle.'" Of the first crime against euphonic dentistry Lowell is guilty also, in *Sir Launfal*. Does Prof. S. not draw it too fine? Perhaps the note of offense is falsetto. As for "idyll," we who speak the United States dialect, are the injured parties; for one, at least, of our great dictionaries stood for a while with its back toward its Greek and its face toward Aurora Leigh. It has turned.

In the Old Man's counsel, the "genial optimist," who taught the dreaming boy much that books tell not, and drew his "quaint moralities" from what he saw or heard, asked—"Hearest thou that bird?"

I listened, and from midst the depth
of woods
Heard the love signal of the grouse.
He beat
His barred sides with his speckled
wings, and made
A sound like distant thunder.

There has been controversy as to this bird's musical instrument but, in *Riverby* p. 85, we may see that the naturalist's eyes confirm the poet's.

What I have here given is only a part of the ornithology of Bryant. His flora is equally full and Amer-

ican, but delightful as the subject is to me I must not enter upon it. I fear that I have already made large demands upon the space and the patience of my neighbors in the MONTHLY.

It seems to me that it would be a study in literature, attended with pleasure and leaving an accrued interest of profit, to compare the birds and flowers of one poet with those of another; say, Bryant with Whit-tier, Longfellow, Emerson. Likewise to study their trees, their skies, their storms, their mountains. I think this is wholesome browsing for the young—and the old. It is not usually poetry in its higher notes; not "words of subtle flame" like those heard "at the Mermaid," but it is within reach, true, natural, good, for human nature's daily food.

Several weeks have slipped into the past and the silence since the foregoing pages of this paper were written, and to finish it I turn to some occasional notes which I have made on the blank leaves of my "In Bird-land." They will tend to show how spring came in Stark county, this year.

March 18.—Two robins, the first I have seen, sang an opening piece from the trees, and came down into the yard for their breakfast.

March 19.—A walk below town during a heavily falling snow gave us the chance to name several "birds without a gun"—three red-heads, a few crows, and while passing the edge of a thicket, the great

flakes filling the air, a song sparrow lighted upon the highest perch of a brush heap and trilled his merry notes. It was a sweet blossom of song in a very wintry husk.

My speedwell, which in my library kept green all winter some memories of woods and roadside, I have assigned a place near the steps outside where I can't fail to greet it without being rude.

March 26,—Another deep snow.

March 31.—Warm and murky. I heard late at night the plaintive piping of my first frog. What a real spring effect this sound has on the nerves!

April 3.—Snow squalls.

April 5.—Early in the morning, down in the swamp song-sparrows in large numbers, robins, downies, a blue jay heard not seen, likewise a redwing "gurgled in the elms," a meadow lark's "flying shaft of sound," crows, a red squirrel. I had a letter of introduction to the swamp cabbage and presented it, Riverby, page 163. Scores of grasshoppers justifying their name in sunny places in the woods.

April 7.—Snow-flakes, but the hair-bird had come and was *chip, chipping* from a tree in the yard.

April 12.—Woodpeckers with a bright red patch on the back of the head and one on the throat—a pair of these I observed on a tree by the pavement.

In the glen where we went some weeks ago to enjoy a snowstorm we

found hepaticas, claytonias and hunted for bloodroots without getting sight of one; heard the loud call of the flicker, and with a glass called up a towhee bunting, the bird that does not say *nevermore* but *chewink, chewink, chewink*.

April 17.—People begin to ask the usual personal summer conundrum. The dandelion lighted its yellow lamps. The first "red head" of the season *kwirr-kwurring*. I saw a belted kingfisher dive into the creek from its Zaccheus-like perch upon a sycamore. A bird with speckled breast, gray back, long slim tail,—a brown thrasher in brief, Emerson's "mock-thrush," sang from the top of a wild cherry the greatest musical "number" I ever heard in the woods. He responded to an encore and kept responding. I made a one-partied engagement with him to sing next day at the same hour, which date he punctually kept, the audience increased to three. Peach trees and cherry in bloom.

April 21.—A ride into the country showed us square rods of marsh-marigolds. The apple trees are beginning to bloom. We had the first call from our brilliant and fidgetty friend, the Baltimore oriole, with his "notes of joy from the hang-bird." The shad bush with its pillar of white is announcing that its ichthyic namesake is swimming up the Hudson, Riverby p. 15. Rue anemones and toothwort are out.

April 23.—"The next day comes a frost" but, thanks to "the Good Man," not "a killing frost."

April 24.—Where are the blue-birds? But one of these skyey colored fellows has greeted me this spring. In my daughter's flower bed is a patch of wild ginger in bloom if you look for it, the modest plant that almost conceals its flower, turning it down "toward the darkness and the silence."—Riverby p. 27.

April 24.—Blue violets in "showers," to take a word from Gray—not the botanist but the poet. Saxifrage showing itself along the creek bank.

April 26.—This was the floral day of days, "arbutus days these, it fairly calls one." Riverby p. 14. It called us to a high steep hill, twelve miles away. Its clear waxen petals and delicate odor deserve the fine things said by writers. In a sunny place on the creek bank was a bed of dogtooth violets about done with their blooming. The fitness of the name "trout-lily," which Mr. Burroughs suggests is easily seen. Riverby p. 26. Two more thrashers in full song, my first catbird, another pair of orioles—Mr. Lowell's "glance of fire"—and the comedy of the day, a courting scene between two yellow-hammers. They would alight upon a dead tree and call out *wicko, wicko, wicko*, then fly to the ground, stand facing each other their bills thrust out but not touching, would

make somewhat wobbling circles in the air. They were plainly trying to hypnotize each other.

The mandrakes, or May-apples were raising their little umbrellas and now when May is one-third gone they are in full bloom.

April 30.—The high tide of the blowing season! "A world of blossoms for the bee!" "We weep to see you haste away so soon," transferring Herrick's tears from the daffodil bank to the fruit orchard. The wake robins are showing their three white petals, the climbing fumitory (Riverby p. 4) is reaching out for something to climb on, the bleeding heart is shedding its "ruddy drops," little hearth-rugs of bluets are lying carelessly about old Sol's fire places.

May 1.—Great oceans of cornel blooms—an especial dog-wood year—and the largest, whitest, perfectest flowers I ever saw. To know this tree in winter you attend to the bark.

May 3.—On the fruit trees the foliage has largely taken the place of the blossom. A gloomy day. A catbird sings softly to himself in the rain. The horse chestnut is preparing the frame-work for its mammoth floral cones from those gummy buds that glistened there a while ago. The crane's-bill shows its modest purple. Two bobolinks perched upon the fence and on opposite sides of the road were tink-

ling their ecstasy. We drove between them and stopped.

May 12.—The wild mustard, the butter-cup, are absolutely glowing in the marshes, the locust trees are scenting the air. Surely this is Chaucer's May in Ohio. I was told to-day that in the swamp near Myer's Lake which I recently crossed on the ice the pitcher-plant has raised its lofty bloom.

"To-morrow to fresh woods and pastures new."

P. S.—"To-morrow." I want to add a postscript to this spring article. At four of the clock my chariot began to roll swampward. At five, my friend called out: "Here they are!" The pitchers were in bloom. "Fresh fields," indeed! Not "ten thousand saw I at a glance," but in the brush and rough hillocks, here one, there two or three or four in a group. I must not stay now to describe them, and besides, they were not the crown of the tour. That was furnished, "pastures new," truly! by a half dozen cyripediums! Please turn to Riverby, pp. 6, 7, 8, for a verbal glimpse of this floral princess of the orchids, and an expression of the feelings of the lucky finder.

My new friends in pots and vases would hold a reception to-day if the Circle would only call.

What else we saw in swampland, what songs we heard in Birdland can not now be told.

THE LANTERN AS AN EDUCATIONAL FACTOR.

BY F. P. GOODWIN.

In this age of nineteenth century civilization there has probably been no greater advance in any branch of art than in that of pictorial illustration. Forty years ago illustrated books were rare, expensive, and of poor quality. Publishers are now issuing excellent illustrations in large quantities, and so cheap as to be within the reach of all. To-day a Bayard Taylor could not produce a salable book of travel without the publisher's adding to the work of the author that of the artist. Many of our current magazines are spending more money for illustrations than for literary material. Advertisers are using pictures so extensively that illustrative advertising has become distinctively a profession. That there is a reason for this universal use of pictures, goes without saying. It is simply the recognition of the psychological principle, that sight takes the lead of the other senses as a means of perception. What strikes the eye easily penetrates the mind, and is impressed there forever.

Of the two ways of conveying knowledge in the school room through the sense of sight, that of direct observation is decidedly the better, but is not always possible. The botanical specimen may be taken into the school-room, but the

great relief forms with which geography deals cannot be so treated; nor can the teachings of history call back the lineaments, dress, and customs of our Revolutionary forefathers. It is then necessary to resort to pictures and models, the only natural expressions of form.

Words convey but faint ideas of forms that we have not seen, while a good picture will produce a reasonably correct mental image. We must not, however, expect too much from the use of pictures. The principle of apperception holds good here as in all other methods of obtaining knowledge. A picture is not understood, and does not produce a correct concept, except in so far as we have seen something similar to the object of which it is an expression.

A person will have a better idea of a mountain range from having seen a picture of one, but his idea will be far from correct if he has never visited a mountainous country. On the other hand, persons who are familiar with the Ohio River readily understand what is expressed in a picture of a scene on the Rhine.

Pictures should be regarded merely as the best substitute for the unattainable object. As we can neither take Mahomet to the moun-

tain nor bring the mountain to Mahomet, the teacher of geography and history should have great regard for the substitute. A great educator has said that he would give more for a collection of good pictures well arranged than for any text-book published, or for an entire library on improved methods.

More than two years ago the writer, under the direction of Principal Carnahan, of the First Intermediate School, Cincinnati, began to apply systematically the above principles to the illustrative teaching of geography and history. The camera and the lantern were our valuable assistants.

The magic lantern has always been one of the most popular instruments. So popular has it been that children by the thousands recognize its charms, and older folks appreciate its value as an aid to education. Small pictures, though invaluable for private use and small classes, seem comparatively tame and uninteresting when passed from hand to hand for the instruction of a large class. But when pictures are projected on the screen so large as to be seen by all, they seem like living realities, and address themselves to the entire class at once. There is a novelty and a freshness that is ever new with every new picture exhibited. The darkened room with no distinct outlines save those of the picture serves decidedly to produce concentration of thought. Experience

has shown that the occasional bad boy, with darkness now to hide his mischief, is no longer bad; so interested is he in the picture and what may be said about it.

Success in the use of pictures will largely depend upon the judgment that the teacher exercises in selecting them. No miscellaneous collection exhibited for the simple amusement of the children will serve the purposes of education. If the teacher has a clear understanding of the philosophy of the subject taught, mistakes will be few; otherwise, much useless material may be collected.

What illustrations are of most value, will depend upon what knowledge is of most worth. The following classification of geography and history pictures will illustrate what should be selected upon these subjects.

Relief and its relation to life being the basis of geography, it follows that a classified set of pictures representing types of relief are of first importance in the teaching of this subject. If we recognize geography as a science, we must recognize that there are types of relief just as much as that there are types of living organism. Without this we present a mass of unrelated facts and call it geography. There should be selected from fifty to seventy-five pictures illustrating types of geographical forms: such as mountain ranges, peaks, hills, valleys, plains,

rivers, lakes, etc. To these should be added pictures representing animal and plant life, manners and customs, and various phases of political geography.

Historical correctness should be the first essential of the history picture. The finest ideal of the artist is of little value unless it contains this element. Portraits, dress, manners, customs, events, historical buildings, fac-similes of historical documents, and relief relating to historical events, are the leading things that may be illustrated before the history class.

As sensation and perception precede comparison and generalization, the use of illustrations should be part of the presentative step of instruction. The use of the luminous projection bears the same relation to the teaching of geography and history as the laboratory to the teaching of physics and chemistry.

Merely exhibiting a picture is not teaching. To be of value, it must be used as an object lesson in such a manner as to provoke thought. The specific features should be made clear to the child by oral description and careful questioning.

Many pictures are full of suggestiveness to one who will but study them. If the teacher appreciates this fact, many lasting impressions will be made that would otherwise require oral presentation or textbook study. An illustration of the Upper Danube flowing between high hills is thrown upon the screen.

In the foreground some sheep are grazing near the river bank. Vegetation characteristic of a temperate climate and sufficient moisture is in evidence. A steamboat is ascending the river, while a raft of logs seems to be floating with the current. Several questions asked about these few details will bring out most of the important facts in regard to this region, concerning surface, climate, vegetation, occupations, productions, and the commercial value of the river. The pupils will soon learn to study a picture intelligently, and to read between the lines as it were, with but little help from the teacher.

Oral presentation of related knowledge should receive particular attention. Facts having even a remote relation to the objects represented, will be more easily remembered when told in the presence of the picture. The eye and the ear are thus busy in the reception of knowledge. Calderwood says: "Children are most susceptible of what comes through the senses. It is, therefore, a great point gained when the eyes as well as the ears of the pupils can be kept in exercise during the lesson. To reach the mind by double avenues at the same moment, is to increase the chances of success."

For some years the lantern has been a necessary piece of apparatus in well equipped colleges. Recently the cost of manufacture has been lessened, improvements have been

made in the oil light, and it is now within the reach of elementary schools. While the oxy-hydrogen or electric light is necessary for large lecture rooms, the oil light answers every purpose of the school-room. The Wellsbach gas light is probably the best illuminant for schools furnished with gas. A good lantern suitable for school use, may be purchased for thirty dollars.

The solar camera is a modification of the lantern. It is a superior instrument for school use, so long as sunlight is available. An ingenious teacher can make one for less than fifteen dollars.

Lantern slides cost about forty-five dollars per hundred, but the teacher who will add photography to his acquirements can make them at a cost of about one-third that amount.

It is best to have a room espe-

cially prepared so that it may be darkened within a minute. Place to each window a heavy shade mounted on a spring roller. Fasten strips three inches wide to the edges of the window casing so that they will extend two inches over the shade. To prepare a room in this way costs less than two dollars per window, and is much more satisfactory than any temporary means that may be devised. The entire cost of apparatus for teaching by means of the luminous projection, need not exceed seventy-five dollars.

In parts of New England and Minnesota the lantern is regarded as a necessary piece of school apparatus, and we hope that the time is not far distant when teachers generally will appreciate its value as an educational factor.

PROMOTIONS ONCE MORE.

BY LOUISE JOHN.

In a recent issue of the "Century" the "influence of large ideas upon small minds," is characterized as "often completely upsetting." In a certain sense most of us are "small minds;"—even ideas of moderate magnitude are apt to take possession of a larger proportion of territory in our mental area than their advocates would dare to claim for

them. Unless we meet a matter with opinions already formed, it is human to acquiesce in statements made with some degree of authority. It is also human to misapply—or overapply, if I may venture to use the word—principles acquired in this way.

Driven by this knowledge, I beg leave to be at issue with the article

on "Promotions" in the *Educational Monthly* for May, not so much to refute any principles which the author may have laid down, as to counteract a possible over-application of the same. Indeed, he honors opinions for which I contend when he says that "each pupil may justly claim that large or small acquisition of knowledge and development of mental power which his native stock of intellect makes possible for him," and he should "be advanced as far as it is in any degree profitable for him;" but the article as a whole conveys a distinct impression that we ought to pass backward pupils on faster than we do.

It is not necessary to furnish teachers with arguments to pass on incompetent pupils—they have a sufficient number of motives for doing that any-how.

After all, is not the question at issue primarily, "When is a pupil incompetent to pass on with his class?" and, secondarily, "How shall we determine and prove such incompetency?"

To my mind, a child is unfit for promotion:

- a. When such promotion would be unprofitable to himself.
- b. When it would prove detrimental to the progress of a class.

The second condition is always an outcome of the first. It is possible to derive our full measure of benefit from a lecture or a concert

which we attend in common with persons whose intellectual or aesthetic limitations render their appreciation of the entertainment absolutely nil, for the simple reason that their co-operation is required only so far as they are bound not to interfere actively with our enjoyment. But in class instruction it is different. Learning is more than merely attending. If children are to learn by doing, then all must join actively in the lesson. If the incompetent pupil is urged to share in this activity, he may become a source of great annoyance to teacher and pupils. His often ludicrous efforts to do what the rest can do, produce in the class either a state of ennui which is fatal to enthusiastic work, or a chronic state of amusement which is equally distracting. On the other hand, if he is shut out from active co-operation, he is deprived of an essential means of growth. Moreover, his presence is a constant menace to good order. Since, through inability to comprehend, he lacks interest in the work in hand, who will guarantee that Satan may not find some mischief for his idle hands?

The fact that our schools form a graded system, implies that the work of each grade prepares the child for the work to follow. Hence, if a pupil has accomplished but half the work of a grade, he is certainly not prepared to advance, unless his delinquency has some reason other than mental limitation. Every

thoughtful person will bear me out in the statement that there is no experience so depressing, so humiliating, so utterly without pleasure or reward, as that of being burdened with a task to which one is not equal. True, there are the happy people who are serenely ignorant of their inefficiency, but is it not the part of education to correct tendencies of this kind, and not to encourage them?

Under proper management the really worthy pupil will prefer to be left behind rather than to undertake a task which is beyond his powers and will consequently profit him nothing. I would throw the responsibility for broadening the opportunities of the unpromoted pupil upon the teacher who holds him back. If he is really capable of doing more than a repetition of the course would demand, the teacher who has had charge of his training for a year will best understand in what directions the work can be broadened for him, and she ought to do this as far as consistent with her duties to her class as a whole.

But how is it to be determined whether a pupil is fit or unfit for promotion? The teacher's judgment must do it. But this judgment must not be arbitrary. It must be governed by certain known principles and based upon many-sided observation made on premises some of which could be produced in case of a difference of opinion between teacher and pupil, or pa-

rent, or principal. There must be observations on daily work, both oral and written, also tests that show the ability of the student to express or use the knowledge acquired in a given period of time. Until some one invents a contrivance that will do for pedagogy what the Roentgen ray promises to do for surgery, we shall have to content ourselves with these methods of getting an estimate of the child's ability.

I do not think that schools anywhere make "promotion contingent upon the attainment of the same standard on all subjects of study." Where the possible grade is 100 per cent, the required average 70, and the minimum in any one branch 60 or even 50, there is certainly ample latitude for inequality of faculties.

The regulations in regard to promotion tests and standards must discriminate between the essential and the non-essential things. It is absurd to pass a pupil who has not yet learned to read intelligently, on to the study of history, or one who can not with some degree of accuracy employ the fundamental rules and principles of arithmetic, to the study of higher mathematics. On the other hand, a pupil may be well prepared to take up the work of a higher grade, though unable to write a neat hand or sing a note correctly. No child should be held back for deficiencies that would not handicap him in the essential work of the course.

I do not advocate basing a stu-

dent's fate entirely upon a promotion test, and yet I think that when a really competent pupil fails in such a test, the fault lies in the nature of the test, which should have concerned itself with the power and fundamental knowledge which the child has gained, not with unimportant details.

Once in a great while a case turns up which general regulations can not be made to cover, because they would have to be so elastic as to be constantly liable to abuse. I once knew a boy who could not learn to subtract. He could read intelligently, talked sensibly on such subjects as came within the range of his observation, expressed his ideas in writing fairly well, and could perform problems in addition with reasonable accuracy and speed, but he seemed utterly unable to understand the operation and effect of diminishing numbers expressed by figures. I finally set it down to a sort of partial mental blindness; some special legislation was required in his case. In twenty years, it has been the only case that has come under my ob-

servation, where strict adherence to regulations would have proved a real hardship and injustice.

It is not only fair, it is desirable to have "a standard of attainment expressed in per cents or their equivalent, requisite for promotion." Guided by this standard, the teacher's judgment becomes systematic and definite. The practice of grading and testing can be overdone, but discarding that practice altogether would open the doors wide to carelessness, and incompetency, and endless shifting of responsibility. Teachers are human. They should strive, in fact, they do strive, for the highest possible ethical standing, but as yet they do not enjoy the reputation of being infallible, either with patrons or with fellow-workers. They are prone to form rash judgments, based upon inadequate premises. In crucial cases their simple statement that a pupil is competent or incompetent, may not count for much; they must produce proofs, which can be no other than examination papers and similar records of the child's work.

OHIO TEACHERS' READING CIRCLE.

REPORT OF THE SECRETARY AND TREASURER OF THE O. T. R. C. FOR THE YEAR
ENDING MAY 9, 1896.

RECEIPTS.

May 11, 1895 — Balance on hand.	\$ 1,444 52
Delinquent fees for 1894-95.	44 45
Paid by book firms for advertising books in institute circular for 1895.	257 00
Fees for 1895-96	1,273 37
Total receipts.....	\$ 3,019 34

EXPENDITURES.

Printing.....	\$ 544 55
Postage and express	144 40
Expenses of Board of Control at the meeting, May 11, 1895....	71 25
Salary of Secretary for the year ending, May 11, 1895.....	400 00
Lettering certificates and diplomas	22 05
J. J. Burns — five articles on literature.....	62 50
Total expenditures.....	\$ 1,244 75
Balance on hand, May 9, 1896.....	\$ 1,774 59

O. T. CORSON, *Treasurer.*

We hereby certify that we have examined the accounts and vouchers of the Treasurer of the Board of Control of the O. T. R. C., and that we find them correct.

E. A. JONES,
S. T. DIAL,

*Committee of Board of Control.*COLUMBUS, O., *May 9, 1896.*

TABLE SHOWING THE NUMBER OF MEMBERS, ETC., OF THE O. T. R. C., BY COUNTIES.

County.	Teachers Necessary to Supply the Schools.	No. of Members for 1894-5.	No. of Members for 1895-6.	Per Ct. of Teachers Reading the Course.	Fees Collected.	Expenses of County Secretary.	Amount Sent to State Secretary.	No. of Diplomas Granted.
Adams	175	127	51	29	\$ 12 75	\$ 1 00	\$ 11 75	....
Allen	223	25	26	12	6 50	2 50	4 00	....
Ashland	160	195	157	98	39 25	5 00	34 25	6
Ashtabula	344	10	....	....	....	....	....	....
Athens	254	121	11	4	2 75	....	2 75	1
Auglaize	170	120	125	74	31 25	2 00	29 25	2
Belmont	331	20	21	6	5 25	....	5 25	....
Brown	199	200	213	107	53 25	50	52 75	....
Butler	261	100	165	63	41 25	4 85	36 40	....
Carroll	130	86	71	55	17 75	....	17 75	....
Champaign	187	136	114	61	28 50	27	28 23	37
Clark	257	23	3	1	75	15	60	1
Clermont	223	140	96	43	24 00	4 00	20 00	....
Clinton	168	1	97	58	24 25	1 28	22 97	....
Columbiana	305	11	9	3	2 25	15	2 10	....
Coshocton	196	15	8	4	2 00	....	2 00	....
Crawford	192	24	44	23	11 00	65	10 35	1
Cuyahoga	1,292	10	17	1	4 25	75	3 50	....
Darke	279	66	70	25	17 50	....	17 50	....
Defiance	162	21	18	11	4 50	50	4 00	....
Delaware	202	93	38	19	9 50	2 50	7 00	....
Erie	193	23	11	6	2 75	25	2 50	....
Fairfield	216	19	29	13	7 25	1 00	6 25	....
Fayette	152	11	2	1	50	....	50	....
Franklin	627	184	246	39	61 50	2 25	59 25	15
Fulton	153	65	81	53	20 25	1 85	18 40	....
Gallia	195	17	1	1	25	....	25	....
Geauga	142	4	71	50	17 75	5 38	12 37	....
Greene	202	62	114	56	28 50	90	27 60	7
Guernsey	204	29	143	70	35 75	11 75	24 00	1
Hamilton	1,058	190	181	17	45 25	1 00	44 25	13
Hancock	243	4	34	14	8 50	2 50	6 00	2
Hardin	198	27	88	44	22 00	11 97	10 03	5
Harrison	145	....	5	3	1 25	....	1 25	....
Henry	158	37	23	15	5 75	50	5 25	....
Highland	211	13	14	7	3 50	50	3 00	5
Hocking	158	15	57	36	14 25	....	14 25	....
Holmes	131	17	58	44	14 50	2 50	12 00	2
Huron	245	....	40	16	10 00	25	9 75	....
Jackson	189	....	....	....	....	....	....	....
Jefferson	239	114	9	4	2 25	25	2 00	....
Knox	198	149	99	50	24 75	1 05	23 70	2
Lake	128	30	13	10	3 25	30	2 95	....
Lawrence	215	43	37	17	9 25	1 85	7 40	....
Licking	314	73	262	83	65 50	10 50	55 00	....
Logan	215	85	34	16	8 50	25	8 25	....
Lorain	270	135	138	51	34 50	2 00	32 50	7

TABLE SHOWING THE NUMBER OF MEMBERS, ETC.—Concluded.

County.	Teachers Necessary to Supply the Schools.	No. of Members for 1894-5.	No. of Members for 1895-6.	Per Ct. of Teachers Read'g the Course.	Fees Collected.	Expenses of County Secretary.	Amount Sent to State Secretary.	No. of Diplomas Granted.
Lucas	433	65	38	9	\$ 9 50	\$ 1 50	\$ 8 00	1
Madison	161	52	91	56	22 75	75	22 00	3
Mahoning	301	28	38	13	9 50	2 00	7 50	1
Marion	199	11	8	4	2 00	.....	2 00	1
Medina	183	21	53	29	13 25	2 50	10 75	.....
Meigs	198	11	.....	.....	.....	.....	.....	.....
Mercer	158	136	169	107	42 25	50	41 75	1
Miami	252	71	54	21	13 50	1 05	12 45	1
Monroe	190	74	42	22	10 50	3 50	7 00	.....
Montgomery	532	19	32	6	8 00	3 88	4 12	.....
Morgan	158	28	3	2	75	.....	75	.....
Morrow	149	35	54	36	13 50	50	13 00	3
Muskingum	293	5	9	3	2 25	60	1 65	.....
Noble	154	185	212	138	53 00	13 00	40 00	.....
Ottawa	130	22	18	14	4 50	1 07	3 43	.....
Paulding	161	74	60	37	15 00	45	14 55	4
Perry	186	195	175	94	43 75	4 16	39 59	1
Pickaway	190	59	34	18	8 50	1 42	7 08	.....
Pike	128	.....	30	23	7 50	50	7 00	.....
Portage	238	6	7	3	1 75	.....	1 75	.....
Preble	173	75	147	85	36 75	6 75	30 00	3
Putnam	199	12	37	19	9 25	1 50	7 75	1
Richland	230	112	74	32	18 50	3 25	15 25	4
Ross	259	30	61	24	15 25	1 40	13 85	2
Sandusky	196	72	22	11	5 50	40	5 10	2
Scioto	200	53	.....	.....	.....	.....	.....	.....
Seneca	251	74	79	31	19 75	5 75	14 00	.....
Shelby	155	7	40	26	10 00	80	9 20	1
Stark	440	92	185	42	46 25	1 50	44 75	7
Summit	337	113	96	28	24 00	2 55	21 45	4
Trumbull	310	42	.....	.....	.....	.....	.....	.....
Tuscarawas	399	119	164	41	41 00	12 00	29 00	23
Union	185	112	50	27	12 50	1 00	11 50	2
Van Wert	181	86	53	29	13 25	25	13 00	8
Vinton	121	1	27	22	6 75	1 50	5 25	.....
Warren	164	100	79	48	19 75	25	19 50	1
Washington	307	.....	16	5	4 00	.....	4 00	.....
Wayne	238	214	261	110	65 25	10 20	55 05	35
Williams	166	33	19	11	4 75	1 00	3 75	.....
Wood	279	173	91	33	22 75	3 40	19 35	.....
Wyandot	151	25	22	15	5 50	10	5 40	.....
New York .....	.....	.....	2	..	50	.....	50	.....
Texas .....	.....	.....	1	...	25	.....	25	.....
Totals	21,375	5,532	5,797	27	\$ 1,449 25	\$ 175 88	\$ 1,273 37	216

The following are the five counties having the largest membership: Licking, 262; Wayne, 261; Franklin, 246; Brown, 213; Noble, 212.

The following are the five enrolling the largest per cent of teachers necessary to supply the schools: Noble, 138; Wayne, 110; Brown and Mercer, each 107; Ashland, 98; Perry, 94.

Columbus reports the largest circle of city teachers.

Diplomas have been sent to the following persons upon the statement of the county secretaries that they have completed the four years' course of reading.

Ashland county:—Ella Miller, Loudonville; Carrie Barron, Loudonville; Clara Motz, Loudonville; Bertha Scantelbury, Loudonville; Mary Esely, Loudonville; Dora McGuire, Loudonville. Total 6.

Athens county:—Ida Maxwell, Athens. Total, 1.

Auglaize county:—Ida M. Windate, St. Marys; E. F. Dawson, Waynesfield. Total, 2.

Champaign county:—A. J. Bright, Urbana; J. P. Berry, Carysville; D. O. Brelsford, St. Paris; A. B. Buroker, St. Paris; P. L. Clark, Urbana; Jas. E. Clark, North Lewisburg; Edna H. Crawford, St. Paris; J. W. Croft, West Liberty; C. N. Dodson, Cable; Ollie Flaughner, Urbana; V. H. Gibbs, Springhills; J. P. Houser, Millers-town; A. G. Harmon, St. Paris; Mrs. R. J. Harmon, Millerstown; John

C. Heuston, St. Paris; C. S. Ireland, Terre Haute; Olney Johnson, Cable; Robert Kirkwood, Springhills; G. W. Kizer, Eris; Mary J. Kidder, Mechanicsburg; Emma J. Kirkwood, West Liberty; John E. Kite, St. Paris; John Leonard, Terre Haute; Emma Lafferty, Mechanicsburg; Helen Longbrake, Mechanicsburg; Frances Longbrake, Mechanicsburg; J. M. Mulford, Mechanicsburg; J. W. McKellop, Mingo; W. N. Neese, Terre Haute; Elizabeth Newcombe, Mechanicsburg; A. C. Neff, Terre Haute; Aden Neff, Terre Haute; Eva Polk, Urbana; Elmer Smith, Millerstown; D. H. Taylor, Ada; E. T. Zerkle, Thackery. Total, 37.

Clark county:—Joseph H. Hartman, North Hampton. Total, 1.

Crawford county:—H. H. Frazier, New Washington. Total, 1.

Franklin county:—Margaret Ackerman, Columbus; Louise Balz, Columbus; Mary Blakiston, Columbus; Letitia Doane, Columbus; Mary Haig, Columbus; Alice D. Hare, Columbus; Anna Kaiser, Columbus; Anna Karger, Columbus; Ernestine Karger, Columbus; Edith McGrew, Columbus; Mary Martin, Columbus; Effie Millar, Columbus; Helen Smith, Columbus; Maud Snay, Columbus; Eleanor Wilmot, Columbus. Total 15.

Greene county:—Jas. R. Fudge, New Jasper; L. E. St. John, Xenia; Louise Hubbell, Bowersville; Foster Alexander, Cedarville; Rosa

Stormont, Cedarville; Lena Gilbert, Cedarville; A. L. Fisher, Bowersville. Total, 7.

Guernsey county:—P. N. Kilbreath, Byesville. Total, 1.

Hamilton county:—Flora Beck, Williamsburg; Isabella Bond, Madisonville; Mrs. J. M. Bryan, Madisonville; F. B. Dyer, Madisonville; Miss S. E. Ginn, Madisonville; Flora Miller, Madisonville; Belle Morgan, Madisonville; Lillie Shumard, Madisonville; Ida Smith, Madisonville; Elwina Stewart, Madisonville; Alice Thompson, Symmes; Carrie Thompson, Symmes; Elizabeth S. Innis, Norwood. Total, 13.

Hancock county:—Sadie Miller, Findlay; Rose Weiss, Findlay. Total, 2.

Hardin county:—F. P. Allyn, Forest; L. A. Conklin, Forest; Ella McClurg, Forest; Mrs. Belle Reed, Forest; Sue Stinson, Roundhead. Total, 5.

Highland county:—Lula Elliot, Hillsboro; Laura B. Hodson, Hillsboro; Mrs. Anna H. Marks, Hillsboro; Hester Duvall, Hillsboro; Mrs. Sarah E. Williams, Hillsboro. Total, 5.

Holmes county:—Maggie Devore, Millersburg; Laura Leeper, Fredericksburg. Total, 2.

Knox county:—L. D. Bonebrake, Mt. Vernon; J. Van Horn, Danville. Total, 2.

Lorain county:—Cora Hulbut, North Amherst; Alice Kelch, North Amherst; Jennie Lindsay, Lorain;

W. H. Schiebly, North Amherst; Florence Thieman, North Amherst; Sarah Whitehouse, Lorain; Mary Walker, North Amherst. Total, 7.

Lucas county:—W. B. Harris, Sylvania. Total, 1.

Madison county:—J. O. Beck, West Jefferson; Mrs. Francis Linson, South Solon; Cora Morris, South Solon. Total, 3.

Mahoning county:—C. L. M. Altdoerffer, North Lima. Total, 1.

Marion county:—Bessie Bell, Delaware. Total, 1.

Mercer county:—S. Cotterman, Rockford. Total, 1.

Miami county:—F. B. Harris, West Milton. Total, 1.

Morrow county:—Ora A. Ewers, Marits; Clara A. Goorley, Mt. Gilead; Susie E. Wood, Mt. Gilead. Total, 3.

Paulding county:—Emma Dotterer, Junction; Kate Dotterer, Junction; J. J. Houser, Antwerp; Zona Jacobs, Antwerp. Total, 4.

Perry county:—C. J. Marlow, Maxville. Total, 1.

Preble county:—Ella Evans, Fair Haven; B. A. Landis, West Alexandria; I. M. Biddings, Gratis. Total, 3.

Putnam county:—Geo. R. Miller, Kalida. Total, 1.

Richland county:—W. H. Kirkpatrick, Plymouth; Bert E. Kuhn, Shelby; E. R. Johnson, Shelby; W. N. White, Shiloh. Total, 4.

Ross county:—Penina Pickel, Adelphi; Maggie Ringer, Summit Hill. Total, 2.

Sandusky county.—F. L. Klopfenstein, Rollersville; E. D. Longwell, Woodville. Total, 2.

Shelby county.—S. E. Pearson, Anna. Total, 1.

Stark county.—Laura Coe, Canton; Mary Prince, Canton; Nellie Altekruise, Canton; Kate Reed, Canton; Addie McMurry, Canton; Elizabeth Stough, Canton; J. M. Wyman, Canton. Total, 7.

Summit county.—Celina Houriet, Loyal Oak; L. M. Lehr, Loyal Oak; W. H. Winter, Barberton; W. A. Morton, Hametown. Total, 4.

Tuscarawas county.—Sadie Adams, Mineral Point; Jennie Alloway, New Philadelphia; Joseph Bender, Ragersville; Mary E. Bierly, Mineral Point; Anna Fackler, New Philadelphia; E. E. Garver, Ragersville; W. A. Gold, Port Washington; Jennie Kinsey, New Philadelphia; Zoe Kinsey, Port Washington; Ella Lahmer, New Philadelphia; Lizzie Leslie, Mineral Point; Josephine Link, New Philadelphia; Katherine McLean, New Philadelphia; Anna Nickles, New Philadelphia; Katherine Officer, New Philadelphia; Minnie Porter, New Philadelphia; P. E. Rausch, Ragersville; Maggie Sargent, New Philadelphia; Emma N. Sattler, Mineral Point; Anna Schumacher, New Philadelphia; Cora Schwab, New Philadelphia; M. B. Whitaker, Port Washington; Anna Goodwin, New Philadelphia. Total, 23.

Union county.—Nellie Wise, Mil-

ford Center; Alice McKittrick, Milford Center. Total, 2.

Van Wert county.—Bertie Allen, Van Wert; Bertha Augustine, Van Wert; N. W. Bowland, Van Wert; Ola Deniston, Van Wert; Nettie Feldner, Van Wert; Carrie Pearson, Van Wert; Nellie Webster, Van Wert; Mrs. M. H. Osborn, Van Wert. Total, 8.

Warren county.—Mrs. Rose W. Crone, Lebanon. Total, 1.

Wayne county.—O. G. Acker, Wooster; Jennie L. Warner, Wooster; Etta V. Thome, Wooster; Charles Hauptert, Wooster; H. B. Work, Wooster; Mellicent Woodworth, Wooster; Mila Barrett, Wooster; Carrie Harsh, Wooster; Isa V. Hughes, Wooster; Rose B. Dausman, Wooster; Ida A. Pfeffer, Wooster; Anna Hurst, Wooster; Josephine M. Barnes, Wooster; Ella Hoffstott, Wooster; C. W. Hoover, Sterling; Simon B. Miller, Sterling; Fannie Cook, Doylestown; M. Vida Days, Doylestown; A. J. Collier, Doylestown; T. S. Orr, Plymouth; J. H. Amstutz, Rittman; George D. Dunham, Fredericksburg; Maude R. McCay, Fredericksburg; O. W. Bott, Apple Creek; J. C. E. Jacot, Apple Creek; Effie M. Buchwalter, Dalton; H. A. Bucher, Overton; Myra E. Lukens, Canaan; Mary Noland, Wooster; Ray F. Fritz, Rittman; Frederick A. Maurer, West Lebanon; Ira E. Houseman, Burbank; A. H. Etling, Mt. Eaton; Florence L. Franks, Moor-

land; S. M. Swartz, Shreve. Total,
35.

1896-1897

TEACHERS' COURSE. FOUR-
TEENTH YEAR.

REQUIRED.

I. *Pedagogy*—One of the following books:—

De Garmo's Herbart and the Herbartians.

Tompkins's The Philosophy of Teaching.

Quick's Educational Reformers.

II. *Literature*—(a) Shakespeare's Henry VI., Part 1, or any play of Shakespeare previously adopted by the Board of Control.

(b) Brander Matthews's American Literature.

III. *Civil Government and History*—(a) Hinsdale's The American Government, To Chap. XXVI.

(b) The Week's Current, The Cyclopedic Review of Current History, or the Pathfinder.

IV. *Science*—Keyser's, In Bird Land.

RECOMMENDED.

I. Halleck's Psychology and Psychic Culture.

II. Winship's Horace Mann.

III. Mary Fisher's Twenty-Five Letters on English Authors.

In the Pupils' Elementary Course, a new year's work,—Third Year—B Primary,—was added. Three books from the following list are to be selected:—

1. Stories of Great Americans for Little Americans.

2. Old Time Stories.

3. Animal Stories.

4. Hale's Stories for Children.

5. Fairy Stories and Fables.

6. In Mythland.

Several changes were made in the pupils' course all of which will be noted in the circular which will be sent out by the state secretary as soon as possible.

It is with genuine regret that other work made it necessary for me to tender my resignation as state secretary, at the meeting, May 9, but all friends of the reading circle are to be congratulated on the election of Dr. J. J. Burns of Canton to this position which he is so competent to fill in every way. He was one of the founders of the circle in Ohio, and is in hearty sympathy with the work. The position of state secretary is a hard one to fill, and very few can have any idea of the great amount of work connected with it. To aid Dr. Burns in the performance of his duties, I desire to urge upon all county and local secretaries the great necessity of attending promptly to all matters relating to the business of the circle.

In the last four years the membership has grown from less than one thousand to nearly six thousand, and the organization in the majority of counties is very complete, only four in the state failing to report this year. The future success

of the reading circle depends very largely upon the continuance of this organization, and it depends almost entirely upon the efforts of a few leaders in each county. In due time Dr. Burns will issue his circular to institutes giving all the necessary information regarding the course adopted, plans of organization etc., and the friends of the circle in each county should rally to his support in making the coming year the most successful one in its history.

I desire to express my hearty appreciation of the cordial support given me as state secretary for the past four years, and for the very complimentary resolution passed by the Board of Control at its last meeting.

The Educational Monthly will still continue to be the friend of the O. T. R. C. and a department in its interests will be opened up again in September. It is believed that the books adopted at the last meeting are equal in every particular to any previously adopted, and the latitude granted in the choice of books in Pedagogy will certainly be appreciated by all. Arrangements are being made to have special articles prepared for the O. T. R. C. department of the Monthly having a direct bearing upon the different books adopted and in this way make the reading of these books more interesting and profitable to all.

O. T. CORSON,
Secretary.

"AN IMPERATIVE DUTY."

This is not a review of the novel by W. D. Howells, but a suggestive note that the above title ought to be the motto adopted by every one who attends the State Association so far as the payment of the membership fee is concerned. The committee have worked hard to secure the best of accommodations at very low rates, *and it is the IMPERATIVE DUTY of every person who attends to pay his membership fee.*

THE OHIO EDUCATIONAL MONTHLY.

PUBLISHED AT
COLUMBUS, OHIO.

O. T. CORSON, EDITOR.

MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

SUBSCRIPTION RATES.

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ADVERTISING RATES.

	1 ins.	3 ins.	6 ins.	12 ins.
1 Page	\$12 00	\$30 00	\$50 00	\$90 00
1/2 Page	7 00	16 00	30 00	50 00
1/4 Page	4 00	10 00	18 00	30 00
1 inch double column.....	3 00	5 00	10 00	20 00
1 inch single column.....	2 00	3 00	6 00	12 00

Advertisements, to insure insertion in any month's issue, should be sent in not later than the twenty-fifth of the month preceding.

Educational Press Association of America.

PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
American Teacher.....	Boston, Mass.
American School Board Journal.....	Milwaukee, Wis.
Colorado School Journal.....	Denver, Colo.
Educational News.....	Newark, Del.
Educational Review.....	New York, N. Y.
Education.....	Boston, Mass.
Interstate Review.....	Danville, Ill.
Iowa Normal Monthly.....	Dubuque, Iowa.

PAPER.

POSTOFFICE.

Journal of Pedagogy.....	Binghampton, N. Y.
Kindergarten News.....	Springfield, Mass.
Midland Schools.....	Des Moines, Ia.
Michigan Moderator.....	Lansing, Mich.
New England Journal of Education.....	Boston, Mass.
Northwestern Journal of Education	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pacific Educational Journal.....	San Francisco, Cal.
Primary Education.....	Boston, Mass.
Popular Educator.....	Boston, Mass.
Public School Journal.....	Bloomington, Ill.
Pennsylvania School Journal.....	Lancaster, Pa.
Primary School.....	New York, N. Y.
School Review.....	Hamilton, N. Y.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Dallas, Texas.
Teachers' Institute.....	New York, N. Y.
Western School Journal.....	Topeka, Kansas.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

—We shall try to mail the *July* MONTHLY a week earlier than usual so that it may reach subscribers before they start for the State Meeting at Put-in-Bay, July 1-3. Contributors and advertisers will please send in copy not later than June 15.

—The *March* MONTHLY stated that it was the general opinion of those who attended the Jacksonville meeting that Dr. White's paper on "Isolation and Unification as Bases of Course of Study" was the best paper read at the meeting. We are glad to observe that others hold the same views. The following from the *Florida School Exponent* is a just tribute to Dr. White and his valuable address:

We listened carefully to the reading of every paper and to all the discussions at the Jacksonville

meeting. We believe that without a single exception Dr. E. E. White stood first in the clearness of his thought, the accuracy of his language, and the correctness of his conclusions.

It strikes us that the prime cause of Dr. White's greatness is the fact that he is not simply combating some one's opinions or attempting to bolster up some pet hobby of his own, but is continually and earnestly striving to reach truth. When he speaks, his auditors feel that they are hearing the correct "conclusion of the whole matter."

—Dr. White, accompanied by his wife and daughter, will sail on June 6 (City of Berlin) for Europe. He expects to be absent until September. Dr. White has been appointed a commissioner to the World's Presbyterian Council that meets in Glasgow, Scotland, June 17.

—To those who have been interested in the series of articles by Prof. Kellerman, published in the last four numbers of the MONTHLY, an invitation is extended to participate in the extension of the State Herbarium at the Ohio State University. All species of plants from each county in the State are desired. The name of the plant is not required but each specimen should be accompanied with a temporary label giving date and place of collection and the collector's name, and should be directed to the Ohio State University, Columbus, Ohio, in care

of Prof. Kellerman, who will gladly identify plants whenever desired.

—We clip the following paragraph from the *Clinton Republican*: "We are pleased to see that Bryant Venable, one of the scholarly and accomplished sons of Dr. W. H. Venable, has been appointed Instructor in English at the University of Cincinnati."

Mr. Venable also holds the Social Settlement Scholarship and one of the fellowships in English at Cincinnati and he is to be one of the lecturers in the University Extension Department during the next academic year.

ADDRESS OF INSPECTOR HUGHES BEFORE THE COLUMBUS TEACHERS' ASSOCIATION.

For the past few years the City Teachers' Association of Columbus has had an opportunity to listen to a number of distinguished educators; but no speaker has been heard with closer attention and warmer appreciation than Inspector J. L. Hughes of Toronto, Canada, who on April 25, addressed the Association on the subject, "The Influence of the Kindergarten on Higher Education." Even those who in practice would follow the advanced steps of Mr. Hughes at a distance caught much of the contagion of his enthusiasm that morning. He is certainly in the van of the army fighting for the New Education, which,

properly speaking is only the best that the educational reformers of all ages have striven for.

From Mr. Hughes's address we should infer that he is one of the many who believe that many of the most vital reforms in education began in the teaching of little children, then permeated the schools for older boys and girls, have made an appearance in the schools for youth, and give some signs of beginning to work in the colleges for men and women.

A synopsis of such an address as that of Mr. Hughes will do but faint justice to it; but the points he made so center thought about them that it may be well to call the attention to them of those not fortunate enough to hear the eloquent discussion of the speaker.

Froebel, the founder of the kindergarten, was the first to discover the fitness of woman for the work of teaching. Of course, it was to the elementary work that he called her; but she has gone on fitting herself for one department of educational work after another until she is winning honors in the high school and the college as well as in the primary school.

The good results of special training for the kindergarten led to a recognition of the value of special professional training for all departments of education. No longer do thinking people entertain the idea

that any one who has knowledge of a subject can teach it.

With a deepening of the belief that the skilled workman must understand the material upon which he is to work, came an intensified interest in the study of the child. No one can understand the proper development of the intellect without knowing something of its relation to the emotions and the will. There is a closer relation between mind and body than we have heretofore acknowledged, and to collect data for a deeper and better understanding of this relation is an important province of child study.

A new idea of discipline, permeating all schools, has come in through the kindergarten. It may be called the positive gospel as distinguished from the negative. It seeks to lead the child, the youth, the man, to keep himself from the evil by doing the good. It aims not at outward coercion, not even at control through the "sweet will" of another, but at self-control.

That development must come through the pupil's self-activity, a cardinal point in the doctrine of Froebel, is more and more a guiding principle from the lowest to the highest schools. The teacher's work is no longer to pour in; it is no longer to tell the pupil what to see; it is to lead him to fountains and let him drink for himself; it is to influence him to open his eyes

and see for himself. The pupil oftener now than before the day of the kindergarten, makes his own problems, tries his own experiments, designs his own drawings, gives expression in language to his own thoughts or feelings.

No predecessor of Froebel understood the full value of play as an element in education. Germany discovered that gymnasiums with systematic training in gymnastics did not give to her people the vigor, lightness, and suppleness of body that come from sports in which the mind is pleasantly active in conjunction with the body, and she established the public play-ground. Nearly all the higher institutions of learning now know something of the value of play.

Pestalozzi has used the object-lesson mainly for the strengthening of the powers of perception; Froebel saw in it in addition an opportunity to stimulate selfhood, lead to self-expression, and to transform environment.

At one time the ideal of manual training was purely industrial and economic. Through the development of the hand, Froebel would develop the brain. From manual training, we now expect thought power, will power.

The constantly increasing tendency towards elective courses in the universities is due to the same spirit which ever recognizes the individuality of the child in the kin-

dergarten; and it is to be hoped that the secondary schools and higher elementary schools will come to a truer understanding of the absolute importance of considering the individual in all the work of the schoolroom. There is no wisdom in assigning the same home work to an entire school.

[The reporter agrees with the speaker here as in most other statements, but wishes to know if for his ideal direction of study and work it will not be necessary to have a smaller number of pupils assigned to one teacher than it is now customary to assign.

The co-operation and inter-relationship which characterize the kindergarten, should mark all education with a view to making themselves felt in the larger world that follows the school life. There individualism and socialism must be harmonized. To create or foster a sweet spirit of unselfishness is the daily, hourly work of the kindergarten; and the lessening of the fierce intellectual rivalry of higher schools is somewhat due to its humane influence.

The unity, the harmony, which Froebel sought even as a young man, which he believed existed between man and nature, between God and man, are the problems studied and discussed by our living educators under the terms co-ordination, correlation, concentration. The songs, the games, the stories

of the kindergarten are all related. There can be no self-activity until apperceptive centers are established. Therefore that vital principle of apperception which must influence all teaching from the primary school through the university is one which has been a basis of work in the kindergarten.

The new nature study which teaches production not dissection, nurture not destruction, which aims to lead the student to respect the rights of every living thing, has come from the kindergarten.

MARGARET W. SUTHERLAND.

THE NORTHEASTERN OHIO TEACHERS' ASSOCIATION.

REPORTED BY LEE R. KNIGHT.

On May 16, Pres. F. D. Ward of Lorain called the Association to order in the Warren High School.

Rev. Van Horn offered prayer.

Supt. R. S. Thomas of Warren gave a welcome which served admirably to make all at home.

Prof. Bourne of Adelbert College outlined a plan for an educational exhibit in connection with the coming Cleveland Centennial. A committee was appointed to co-operate with Western Reserve University, in arranging for it.

Mrs. M. M. Bill delivered her Inaugural Address. A few of her thoughts are presented in a mutilated form. The teacher's personality, whose influence penetrates and permeates character like the new X rays, is much slighted. The

model teacher, a leader, judge, exemplar, is always firm, never arrogant, and ever mindful of his own childhood days. Not all cruelty is manifested in blows: constrained positions and unsympathetic treatment claim their victims. Coarseness and insincerity always react, and "murder will out" in showing the same qualities in a teacher's pupils. The school-room of the highest moral tone is the place of greatest intellectual effort. All deplore the too prevalent listlessness, but idleness and mischief are ever companions. We can get no more energy and enthusiasm from pupils than we take to them. The speaker closed with an earnest, eloquent plea for a better knowledge of the pupils' homes and home surroundings.

About thirty pupils of the first and second grades, under the leadership of Mr. J. Powell Jones, sang some very pretty songs. The marching into position, the spirit, the general carriage and appearance, and the singing were noticeably good.

Supervisor E. F. Moulton of Cleveland paid a kind and deserved tribute to the Association's new President, the first woman to grace that position in twenty-five years; and touchingly referred to this visit to his old home, where he had been Superintendent for twelve years. His theme, "Which is Responsible?" was the name given to a vigorous treatment of an important

matter. The childhood years are irresponsible, the responsibility being placed largely on the parent. But certain institutions have been established to help the parent: the home, the church, the school, the state. Out of these must come the fate of the nation. Their purpose is education and they should be hand in hand against all evil.

The homes have most to do with the physical; but they are sadly pampering their children with society, resulting in paleness, nervousness, fretfulness, headache, general ill health. The physician immediately diagnoses the trouble as general debility and nervous exhaustion due to overwork in school; and, of course, removes the cause by ordering a withdrawal from school. "Oh, most wise and learned doctor! Oh, foolish mother!" A new school is in demand—for parents! A new requirement is needed in the marriage certificate—a fit preparation for motherhood and its responsibilities!

The church is broadening its influence, leading to better living, building people up morally, physically, intellectually; but it lacks sympathy with the work of the school. "Godless schools," for which there is no semblance of truth, is too often heard from the pulpit and the pew. The church makes a great and irreparable mistake in not giving the school its active aid, not carping criticism. It often stands responsible for the results.

The hope of the state is in the school, for it must have intelligent citizens. And it lets the school step into the home to accomplish its purpose. The state is what its citizens are; they are what the school, the home, and the church make them. The school has its taproot in the home; the state, in the school. The school must produce honest citizens, but it must have support. Moral courage must displace moral cowardice in politics and business. The schools are giving the best returns for the outlay; but they cannot do all alone. The home is the body; the school, the heart; the church, the soul: all are responsible.

The ladies of the Disciple Church prepared an excellent dinner, which received due attention.

A large class of pupils from the fifth and sixth grades gave a fine illustration of a tone-thinking exercise; thinking tones as indicated by manual signs by Mr. Jones, and singing the entire exercise afterward.

Miss Woodward of the Warren schools conducted a class recitation on the geography of California. The pupils located the state by describing the usual routes to it, both by land and water; bounded it in an interesting and instructive way; gave its size as compared with Texas and Kansas; located it on the various maps in view, of which there were several; named its chief rivers with interesting facts; pointed

out the mountains on maps and in pictures and described their effect on climate, business, and occupations; investigated and commented on the general surface as shown on an excellent relief model; and gave an account of the climate and its effects. The entire lesson gave evidence of thoughtful study, of careful teaching of previous lessons, of much skill in the teacher, of entire sympathy between the teacher and the pupils. And, perhaps, best of all, the errors of fact and speech made and corrected, the little "slips" so natural to pupils in most classes, all indicated clearly that the lesson had not been rehearsed for the occasion.

Supt. L. W. Day of Canton read a paper on "The Function of Environment." Your reporter was too much engaged in another important matter to be able to give more than a few scattering sentences; consequently, he does not attempt to review the paper.

Supt. L. H. Jones made a brief supplementary report on the Course of Study in History and Civics. His committee was authorized to publish and distribute the product of their careful labors. This is a very timely matter on account of the new legal requirement, and it is hoped that this Course of Study will be largely adopted for use in the schools of Ohio. This would systematize the work and insure results that cannot be secured in any other way. The distinguished abil-

ity of its authors should be a sufficient guarantee of its excellence.

A resolution was adopted, calling upon all Institute Committees to arrange for special instruction in the best methods of teaching the effects of Alcohol and Narcotics.

OHIO STATE TEACHERS' ASSOCIATION.

The arrangements for our annual meeting have been completely formed, although the detailed rates on the railroads have not all been announced.

The C. H. V. & T. R. R. is the only road which has made the needed calculations and announced its final rates for all points and these are: Columbus to Put-in-Bay with two days at hotel and return to Columbus for \$6.50. Other points on this line have rates on this basis. Cincinnati rate including two days at hotel will be about \$10.

The Bulletin which has been so long delayed because of the railroad complications, will be out in a few days and we hope to have all needed information on rates, extensions etc. therein set forth.

The Committee visited Put-in-Bay on May 15, and were delighted with the prospect. Hotel Victory is magnificently planned and sumptuously furnished. Its situation is entrancingly beautiful. Means of healthful recreation abound on the island and within the hotel.

There are ample accommodations for 1200 teachers, both in entertain-

ment and in assembly rooms of all sorts.

Let us have a rousing attendance and a grand excursion at the close of our association to Buffalo.

We are offered the very low rate of \$4 to Buffalo and return via D. & C. steamers, with meals at 50c and berths at \$1.50 for lower and \$1 for upper. Boats leave daily from the island at 3 P. M. for Buffalo arriving there at 7 A. M. the next day.

Look at this schedule of expense and see what a grand outing you can have for a very moderate sum:

Cincinnati is the place from which the highest rate is demanded, so it will be taken as basis of estimate.

Cincinnati to Put-in-Bay & return, including 2 days at Hotel.....	\$10.00
Extra day at Hotel.....	2.00
Membership fee.....	1.00
Street Car to Hotel and return ...	.10
Total necessary expense.....	\$13.10
Put-in-Bay to Buffalo and return...	4.00
Berth going and returning.....	2.00
One meal each way.....	1.00
Two days at Buffalo.....	4.00
	\$24.10

To this you may add a few dollars for incidentals and get the whole within \$30.00 from the extreme point in the state. Other places will have a prorated price which will materially reduce the above estimate. Teachers will materially aid the committee in getting an early announcement of rates by making inquiries of their local railroad agents. It will be difficult to explain how hard it has been for the committee to get any

concessions at all and now that some lines have granted all we can ask, others may be brought to the same mind by the efforts of the teachers as above indicated.

C. L. VAN CLEVE,
Sec'y. Ex. Com.

PROGRAM

WEDNESDAY, JULY 1, 1896,

Hotel Victory, Put-in-Bay.

DEPARTMENT OF SUPERINTENDENCE.

MORNING SESSION.

- 9:00. Inaugural: Some Recent Evidences of Educational Progress in Ohio.....
....Supt. L. D. Bonebrake, Mt. Vernon.
- 10:00. The Superintendent and His Various Relations:
(a) To His Board.....
....Supt. F. B. Dyer, Madisonville.
(b) To His Teachers.....
....Supt. E. A. Jones, Massillon.
(c) To His Pupils.....
....Supt. J. D. Simkins, St. Mary's.
(d) To His Community.....
....Supt. H. L. Frank, Fostoria.
- 15 minutes to each speaker in the symposium, followed by general discussion in which speakers are each limited to five minutes.

AFTERNOON SESSION.

- 1:30. Are not the Colleges demanding too much of our High Schools?.....
Pro—Supt. E. J. Shives, Sandusky.
Contra—Pres. J. W. Simpson, Marietta.
- Thirty minutes are allotted to each of the principals; five minutes each to volunteer speakers.
- 3:00. Public School Libraries: Their Content, Operation and Usefulness.....
....Prin. J. R. Bishop, Walnut Hills.

GENERAL SESSION

THURSDAY, JULY 2, 1896.

MORNING.

- 8:30. Inaugural.....
....Supt. F. Treudley, Youngstown.
- 9:30. Herbartianism.....
Pro—Prof. T. G. Duvall, Delaware.
Contra—Supt. A. B. Johnson, Avondale.
- Thirty minutes each.
- 10:30. Do the Public Schools give a reasonable mastery of the subjects studied?...
Arithmetic.....
....Supt. H. B. Williams, Cambridge.

Language.....Supt. J. W. Zeller, Findlay.
History..Supt. Morris Henson, McArthur.
Science.....E. L. Mosely, Sandusky.
{ Reading Supt. A. F. Watters,
 { Spelling Higginsport.

Each speaker allowed ten minutes, after which volunteers may speak not more than five minutes each.

Afternoons of Thursday and Friday devoted to meetings of the various sections.

Thursday evening—Annual address—Dr. J. H. Canfield, Columbus.

FRIDAY, JULY 3, 1896.

MORNING.

8:30. Reading Circle.

9:30. Formal Examinations or Tests, Which?

Pro—Supt. W. H. Morgan, Cincinnati.

Contra—Supt. J. A. Shawan, Columbus.

Twenty minutes each to principal speakers, five minutes each to volunteers.

10:30. Reports of committees and general business.

N. E. A.

The Ohio Manager and Committee on Transportation for the National Educational Association take pleasure in calling attention to the following points regarding the next meeting of said Association.

The National Educational Association will hold its next meeting at Buffalo, New York, July 3-10, immediately following the Ohio State Association which meets at Put-in-Bay, July 1-3. Arrangements have been made by the Executive Committee of the Ohio State Teachers' Association for specially low railroad rates to and from Put-in-Bay. Extension of time will be granted by the railroads to those going to Buffalo from Put-in-Bay, either by a through ticket with stop-over privileges at Put-in-Bay, or by depositing the State Association ticket at Put-in-Bay, where tickets for Buffalo may be procured. Those who

wish to go to the National meeting without attending the State Association may purchase tickets direct to Buffalo, at one-half rate plus the two dollars membership fee. The State Manager and the Transportation Committee have arranged with the Cleveland and Buffalo Transit Company to place at the disposal of the Ohio party its beautiful new steamer "City of Buffalo" to leave Put-in-Bay on Friday evening July 3. The boat will leave Toledo at 9:15 A. M.; Put-in-Bay, 3 P. M.; Cleveland, 7:30 P. M. The rates are round trip, plus two dollars membership in the N. E. A. Toledo, \$4.00; Put-in-Bay, \$3.50; Cleveland, \$2.50; single berth on steamer, \$1.25; stateroom accommodating three, \$3.50. Parties who do not wish to go by boat from Cleveland or elsewhere may go by rail.

Buffalo is one of the most beautiful and attractive cities in the United States. The Genesee Hotel, corner of Main and Genesee streets, has been selected as the Ohio headquarters. It is centrally located and the general and departmental meetings will be easy of access. The rates are \$3.00 and \$3.50, American plan, and for room on European plan, \$1.00 a person. An early application to the manager of the house will secure a room. The usually low boarding house rates can be had by addressing the Secretary of the Local Organization Committee.

There will be a special excursion for the Ohio party down the St.

Lawrence, through the Thousand Islands, famed for their beauty, to Montreal and return. Other excursions to Niagara Falls, Toronto, Chautauqua, Saratoga, and Atlantic Coast have been arranged by the Buffalo local committee. Special information may be obtained by writing to Albert E. Swift, Secretary, Local Organization Committee, Buffalo.

Among the interesting features of a most excellent program will be found the following:

GENERAL SESSIONS.

TUESDAY, JULY 7, 2. P. M.

Address of welcome and response.

Address—Horace Mann, by Dr. W. T. Harris.

WEDNESDAY.

Literature. Addresses by Prof. Brander Matthews, Prof. W. P. Trent and others.

THURSDAY.

The Function of Nature Study in Education. Addresses by President David S. Jordan, Prof. J. H. Coulter and others.

FRIDAY.

Sociology. Addresses by President James H. Canfield, Prof. Albert Small, and others.

The department programs are unusually interesting and full, embracing the following lines:

Kindergarten Education, Elementary Education, Secondary Education, Higher Education, Normal Education, Art Education, Music Education, Industrial Education, Business Education, Child Study, Physical Education, Natural Science Instruction, School Administration, and the National Herbart Society.

Let every effort be made by Ohio teachers and friends of education to

make Ohio the banner state, as usual.

LEWIS D. BONEBRAKE,
Mt. Vernon, O., Ohio Mgr., N. E. A.

O. T. CORSON, Columbus,
E. L. HARRIS, Cleveland,
J. A. SHAWAN, Columbus,
J. P. SHARKEY, Eaton,
W. W. BOYD, Marietta,
E. J. SHIVES, Sandusky,
J. H. PRITCHARD, Cincinnati,
Committee.

FIELD NOTES.

—The many friends of Supt. J. M. Mulford of Mechanicsburg will be sorry to hear that he has tendered his resignation to take effect at the close of the present term, but all will join in wishing him the highest success in his new work. He expects to take charge of the American Insurance Union as National Organizer, with office in Columbus.

Mr. S. H. Layton, of Worthington, has been elected to succeed him.

—Supt. E. E. Adair has been re-elected at Doylestown.

—The fourth annual reunion of the Bethel township, Miami county, schools was held at the high school building, April 25. A good program and dinner were provided.

• —It was the editor's intention to note the names of superintendents who kindly remembered him with invitations and commencement programs together with number of

graduates etc., but after two or three weeks of careful recording he gave up in despair, and began to realize that to mention all would require a special edition. All that can be done is to express in this very general way the appreciation of the remembrance, and to congratulate the superintendents and teachers of the state upon the excellent condition of the schools as indicated by the unusually large number completing the course this year.

—The following program was carried out at the Huron county teachers' association held at Greenwich, May 16:

Reference Matter in Text-Books.....	H. A. Wolford, Fitchville, O.
Herbartianism and Science.....	S. H. Benson, Shiloh, O.
Educational Paper.....	Mrs. B. W. Strohl, North Fairfield, O.
Press Forward.....	J. L. Meriam, Wakeman, O.
That College Question.....	T. S. Orr, Plymouth, O.

—W. S. Matthews for nine years chief clerk in the office of the state school commissioner has been appointed insurance commissioner by Governor Bushnell. C. L. McCulley of Cambridge succeeds him as chief clerk.

—Henry G. Williams of Lynchburg has been unanimously elected for the seventh time as superintendent of schools in that town.

—Supt. E. S. Jones, formerly of West Union, Ohio, has been re-elected superintendent at Coffeyville, Kansas, at an increased salary.

—Dr. and Mrs. E. E. White have been called upon to pass through a sad affliction caused by the death of their youngest daughter, Mrs. Clara White Docker of Bridgeport, Connecticut. The Monthly extends sympathy.

—Supt. John S. Royer of Versailles has been reelected for three years.

—The following taken from the report of the president of the board of education in Fremont has the right ring to it, and shows that the sentiment in favor of trained teachers is growing.

It may be assumed that graduates of our high school enter practical life well prepared for the manifold duties which are required of them outside of the special skill and training which their different vocations may require. But as the vocation of a teacher claims some high mental qualities which an acquaintance with pedagogical methods, and the mental condition of the child presuppose, it would seem that special preparation was also necessary for such a calling. We have, therefore, passed a resolution that in the future all teachers making application for a position in our public schools must be graduates of some high school and have one year of professional training or present a certificate of three years' successful teaching.

—One of the Hamilton papers in commenting upon the reelection of Supt. Rose for two years at an annual salary of \$2300, says:

The action of the board of education in voting an increase of salary to Prof. Rose was well timed. Mr. Rose has shown himself to be the man for the place and by his indefatigable industry has succeeded beyond the expectation of his friends. Capable officials should receive liberal salaries.

—President Canfield is doing good service for the public schools of the state in attending a large number of high school commencements and delivering helpful and inspiring addresses on educational topics. He is also distributing a large number of circulars and pamphlets bearing upon courses of study and the general relation of the public schools to the University. His circular on "English in the High Schools" will be helpful in many ways.

—Supt. J. H. Rowland of Middletown is serving his first year in that city. That he is highly appreciated by the board of education is very evident from the following report of the committee on teachers and salaries which was made and unanimously adopted at a recent meeting.

We, your committee on teachers and salaries, do hereby cheerfully say that we most heartily recommend that J. H. Rowland be re-elected as superintendent of public schools of this city for the term of two years, and we are glad to say that we so commend him because for the past year he has shown himself to be a wise and conservative superintendent with excellent qualities as an executive officer and educator, and in view of all this ser-

vice and qualifications we further recommend that he be re-elected at a salary of \$1800 per year for said term.

—Supt. J. V. McMillan has been unanimously re-elected at Dennison where he has had charge of the schools for the last three years.

—The authorities of Antioch College are making preparation for a suitable celebration of the hundredth anniversary of the birth of Horace Mann who was the famous first president of that institution.

The following program has been prepared for the Memorial Exercises which will be held in the college at Yellow Springs, June 16:

9 O'CLOCK, A. M.

Address.....Hon. W. A. Bell (class of 1860),
Indianapolis, Ind..

2:30 O'CLOCK, P. M.

Address....Dr. Edward Orton, State University, Columbus, O., (president of Antioch College, 1872).

3:15 O'CLOCK, P. M.

Address.....Dr. J. B. Weston (class of 1857),
President of Christian Biblical Institute, Stanfordville, New York.

8 TO 10 O'CLOCK, P. M.

Reunion of Alumni, Students and Friends of
Antioch College.

—Supt. E. E. Rayman has been reelected at Berea for two years with his salary increased \$100 the first year and \$200 the second year.

—We are under obligations to the Superintendent and Board of Trustees of the O. S. and S. O. Home, Xenia, Ohio, for a copy of the report of that institution for the year ending Nov. 15, 1896, and are glad to note the excellent showing

made by the superintendent of schools, Mr. T. A. Edwards.

—W. D. Pepple has been unanimously reelected superintendent of schools at North Baltimore.

—Supt. R. W. Mitchell of Celina has been unanimously reelected for another year.

—The Knox county teachers' association held an interesting session at Mt. Vernon, May 16. In addition to the regular program, the Boxwell Diplomas were presented and an address delivered by Supt. L. D. Bonebrake.

—T. B. Pinkerton for several years superintendent of schools at Waterville, has been elected at Whitehouse.

—At the Franklin county teachers' association held in Columbus, May 16, F. J. Hoffhines of the Columbus high school delivered an address on "Phonography—Its Rightful Claims to a Place in the Public School Course," and Miss Anna M. Osgood, Principal of Avondale School, Columbus, gave a very instructive exercise in which she was assisted by both pupils and teachers from her building.

—Supt. Harvey Brugger of Lakeside has been reelected for another year.

—We are under obligations to Supt. M. H. Lewis of Circleville for the following information which illustrates very fully the conservatism of that city with reference to

changes both in superintendents and members of the board of education:

Mr. G. F. Wittich, the late secretary of our Board of Education, declined being a candidate for reelection to the Board, this spring, as he was 77 years old and felt that he had fully discharged his duty to the public in that capacity.

He was appointed by the Board to fill a vacancy in 1857, was regularly elected in 1858, and has continued in uninterrupted membership since, serving exactly 39 years. He was made secretary in 1865 and held the office for thirty years, when he voluntarily withdrew. He has always been found prompt, faithful, discreet and honorable in the performance of all his duties.

He is still, I am glad to say, in good vigor of mind and body, and is daily engaged in active business.

Eight years ago our treasurer, Mr. William Doane, died after a membership of 28 years, and a service as treasurer of 27 years. Last spring a member died who had served 19 years, and another declined reelection who had also served 19 years. We have now in the Board one member, our President, who has been in the Board 22 years, and another, our present Treasurer, 15 years.

Here is the record of the Superintendents: John Lynch, elected 1852, and resigned to enter the army as Col., 1862.

H. H. Barney, elected 1862, resigned from failing health, 1868.

C. S. Smart, elected 1868, resigned to become State School Commissioner, 1875.

Supt. Lewis has served since 1875, and has just been reelected for three years at an annual salary

of \$1995. This is his sixth reelection for a period of three years.

—There was a large attendance of teachers, and friends of the public schools, at the spring session of the Erie County Teachers' Association, which was held at Sandusky, May 9. Supt. E. J. Shives, of the city schools, presided. At the forenoon session, the following order of exercises was carried out: Music, D Grammar School; invocation, Rev. C. A. Vincent; address, "Herbartian Ideas," Prof. H. M. Linn, Sandusky High School; Exhibition drill in Calisthenics, primary pupils; paper, "Township Supervision," Supt. E. B. Thomas, Castalia; paper, "Teaching correct Ideas of Responsibility on the Part of the Pupil," Supt. A. D. Beechy, Norwalk. Afternoon session: Music, A Primary school; address, "What a Grammar School Pupil should know," Prof. W. W. Weaver, Normal Department of Sandusky Business College; paper, "Aimless Shooting," Supt. G. M. Hoke, Clyde; Exhibition drills in Calisthenics, primary and grammar grade pupils; address, "School Loan Exhibitions," Supt. E. F. Warner, Bellevue.

The addresses and papers were of high merit and very practical, and the discussions, spirited and interesting.

On motion of Supt. Hall, Huron, the secretary was instructed to send a resolution of thanks to Senator

Laning, Norwalk, for sustaining the Workman Law.

The following officers were elected: President, E. J. Shives, Sandusky; vice president, W. R. Reynolds, Huron; secretary, Miss May Archer, Milan; treasurer, Miss M. J. Ferguson, Sandusky.

ELIZABETH KOEGLE, *Sec'y.*

—Supt. M. R. Ballinger of West Mansfield has served two years in that place and has just been re-elected for another year.

—The Summer School of the Ohio State University offers excellent opportunities for study in nearly every department. In addition to branches named in the circular issued, instruction in Greek will be given to all desiring it.

—H. H. Shipton who has been supervising the work of Madison township, Franklin county, has resigned to accept the superintendency of the Groveport schools. We regret to note that Madison township will not elect a successor to Mr. Shipton.

—C. L. Dickey, president of the state association of township superintendents, has been reelected as superintendent of Clinton, Perry, and Sharon townships, Franklin county.

—The teachers of Crawford county held a very interesting meeting at Sulphur Springs, May 16. One of the most gratifying results

of the meeting was the appointment of a committee to draft a course of study for the country schools, to be submitted at the next annual session of the county institute.

—We are under obligations to A. W. Elson & Co., Boston, Mass., for an excellent portrait of Alexander Hamilton.

—Supt. Charles Hauptert has been reelected at Wooster. Salary \$1700.

—The Board of Education of Lima which has been increased to fourteen members, has reelected Supt. C. C. Miller for two years at an annual salary of \$2400. This is \$600 more than has ever been paid in that city.

—D. J. Schurr has been reelected superintendent at South Solon for another year. Salary \$90 per month.

—T. W. Shimp has been unanimously reelected superintendent at Fort Recovery for another year.

—Supt. E. D. Lyon of Mansfield has been reelected for two years at an increase of salary.

—Supt. W. S. Jones of West Liberty has been reelected for three years.

—Supt. J. D. Simkins of St. Marys has been reelected for three years at an annual salary of \$1600. He took charge of the schools of that town seven years ago at a salary of \$1000; the four years following his salary was increased

\$100 each year, and the next two years he received \$1500 a year.

—We desire to acknowledge receipt of an invitation to be present at the annual commencement of Ohio pupils' reading circle of Dueber School, Canton. Thirty-three pupils have completed the course.

—Supt Geo. M. Hoke of Clyde has been called to the superintendency at Garrett, Ind. at a salary of two hundred dollars more than he has been receiving at Clyde.

—Supt. H. D. Grindle of Montpelier and his corps of ten teachers have been reelected for the coming year.

—Supt. F. J. Roller of Niles has been reelected and his salary increased from \$1500 to \$1800.

—D. C. Meck, principal of the Mansfield high school, has been reelected for two years and his salary increased from \$1200 to \$1500. We learn that all the principals in that city have been reelected for two years.

—Supt. J. L. McDonald of Wells-ville has been honored by his twenty-eighth unanimous reelection.

—Supt. H. L. Frank of Fostoria has been unanimously reelected for two years.

—Henry G. Williams of Lynchburg has been unanimously elected superintendent of the Bellaire city schools.

—Supt. C. L. Van Cleve of Troy has been unanimously reelected.

BOOKS AND MAGAZINES.

Ginn & Company, Boston, Mass.

Little Nature Studies, Vol. I and II. A Primer and a First Reader, and a Second and Third Reader. From John Burroughs, Edited by Mary E. Burt. Mailing Price—30c.

All the Year Round, Part III. Spring. By Frances L. Strong, St. Paul Teachers' Training School.

Macaulay's Essay on Milton—Annotated English Classics. Edited by Herbert Augustine Smith, instructor in English in Yale College. Mailing Price—30c.

Southey's Life of Nelson—Classics for Children.—Edited with an introduction and notes by A. F. Blaisdell.

The Laning Printing Co., Norwalk, O.

Rudiments of Civil Government containing a full exposition of the government of Ohio and an outline of the government of the United States by J. F. Laning, State Senator from the Thirtieth District.

Werner School Book Co., Chicago, Ill.

The Werner Arithmetic oral and written for third and fourth grades by Frank H. Hall.

The Story of our Country—A Primary History of the United States. By Alma Holman Burton. The aim of the book is to awaken an abiding, personal interest in history.

The article in the June *Atlantic Monthly* of special interest to teachers is by Supt. L. H. Jones of Cleveland on "The Politician and the Public School."

Harper's Magazine for June opens with an instructive article on "A Visit to Athens" by Rt. Rev. William Croswell Doane. "The Battle of the Cells"—a popular discussion of the germ theory of disease—is very interesting to the general reader.

Special attention is called to two articles in the June *Century*: "Notes on City Government in St. Louis" by Dr. Albert Shaw, and "Humor and Pathos of Presidential Conventions" by Joseph B. Bishop.

St. Nicholas for June contains nearly 100 pages of valuable reading matter. "Talks with Boys and Girls about Themselves" will prove especially helpful.

The Arena for June contains 176 pages of reading matter on very important subjects. Rev. Samuel J. Burrows, D.D., Justice Walter Clark, LL.D., and Prof. Frank Parsons are among the contributors.

"Election of Senators by Popular Vote" is the subject of one of the most important of the many interesting articles in the June *Forum*.

THE OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

VOL. XLV.

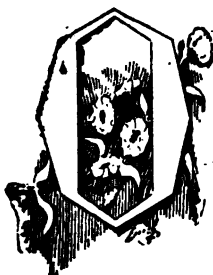
JULY, 1896.

No. 7

CLASS POEM.

By LAURA C. LEMERT, of the Columbus Normal School.

Dedicated to Margaret W. Sutherland.



NCE beside the tranquil waters,
On an eastern strand,
There were spoken words of parting
And of last command.
"If thou lovest me thy Master,
And art mine indeed,
Take as heaven-appointed labor
My dear lambs to feed."

Though 'twas in the distant ages
That these words were said,
Still the precious lambs are with us,
Waiting to be fed.
And the never-dying echo
Floating down the years,
Seemeth still a heavenly message
To *our* listening ears.

In whatever field we labor,
Well we know 'tis true
All success will be the greater
With high ends in view.

We may never reach the glory
Of the "wished ideal,"
But be sure its bright reflection
Glorifies the real.

Though the noble things we long for
We may never gain,
We ourselves shall, through the striving,
Nobler growth attain.
Such ideals have been before us
In the year just past,
That we feel their inspiration
All through life will last.

Dearest gifts this year has brought us
Of the rarest kind;
Gems that never lose their splendor,
Treasures of the mind.
Other treasures, too, whose luster
Never will depart,
But will gleam and glow forever —
Treasures of the heart.

For so sweet have been the feelings
That we here have known
That the tender ties of friendship
Close and dear have grown.
All our lives will be the richer
For the love we share,
And the mem'ries sweet will gladden
Future days of care.

Though this world holds much of evil,
Much of sin and pain,
Somewhat of the pure and lovely
It doth yet retain.
For some spirits rare and gracious
Have by heaven been lent,
That there might with earth's sad mixture
Still much good be blent.

Such have been our guides and teachers:
They have made us feel
That not work alone, but also
Lives, may be ideal.
They have left a tender impress
On our hearts deep-traced ;—
What *Love* writes in glowing letters
Ne'er can be effaced.

To that one whose noble influence
Hath so widely blest,
That its limit can be never
Measured or expressed —
May it, like a stream dividing,
Through *us* onward go,
Helping by its gracious flowing,
Souls to wake and grow.

Take and keep our hearts' devotion ;
Though we say farewell,
Be assured the dearest mem'ries
In our souls shall dwell.
Though beneath thy loving counsel
We no more may be,
We shall draw sweet inspiration
From *remembering* thee.

So, although the parting cometh,
And the hour is here,
That must sunder and dis sever
All these ties so dear,
Such sincere and deep emotions
Through our souls doth swell,
That we feel we shall *in spirit*
Never say — Farewell.

PROGRAM AND OFFICERS OF OHIO STATE TEACHERS' ASSOCIATION.

FORTY-NINTH ANNUAL MEETING AT PUT-IN-BAY, JULY 1, 2, AND 3, 1896.

DEPARTMENT OF SUPERINTENDENCE.

WEDNESDAY, JULY 1, 1896—MORNING.

9:00—Inaugural Address.
Supt. L. D. Bonebrake, Mt. Vernon, O.
Some Recent Evidences of Educational
Progress in Ohio.

10:00—The Superintendent in His Various Relations:

- (a) To His Board.
Supt. F. B. Dyer, Madisonville
- (b) To His Teachers.
Supt. E. A. Jones, Massillon
- (c) To His Pupils.
Supt. J. D. Simkins, St. Marys
- (d) To His Community.
Supt. H. L. Frank, Postoria

Each speaker is allowed fifteen minutes.

General discussion, each speaker limited to five minutes.

AFTERNOON SESSION.

1:30—Are Not the Colleges Demanding Too Much of Our High Schools?

Pro. Supt. E. J. Shives, Sandusky
Contra. Pres. J. W. Simpson, Marietta
Each speaker is allowed thirty minutes.
General discussion, in which each speaker is limited to five minutes.

3:00—Public School Libraries: Their Content, Operation, and Usefulness.

Prin. J. R. Bishop, Walnut Hills High Schools

GENERAL SESSION.

THURSDAY MORNING, JULY 2.

8:30—Inaugural Address.

Supt. F. Treudley, Youngstown
The Future of Education in Ohio.

9:15—Herbartianism:

Pro. Prof. T. D. Duvall, Ohio Wesleyan University
Contra. Supt. A. B. Johnson, Avondale
Each speaker is allowed thirty minutes.

10:15—Do the Public Schools Give a Reasonable Mastery of the Subjects Studied?

- (a) Arithmetic.
Supt. H. B. Williams, Cambridge
- (b) Language. Supt. J. W. Zeller, Findlay

(c) History.

Supt. Morris Henson, McArthur

(d) Science. E. L. Moseley, Sandusky

(e) Reading and Spelling.

Supt. A. F. Watters, Higginsport

Each speaker is allowed ten minutes.

THURSDAY EVENING, JULY 2.

7:30—Annual Address.

Pres. Jas. H. Canfield, Ohio State University

FRIDAY MORNING, JULY 3.

8:30—Reading Circle.

9:30—Formal Examinations or Tests, Which?

Supt. W. H. Morgan. Cincinnati

Supt. J. A. Shawan. Columbus

General discussion, speakers being limited to five minutes each.

Reports of Committees and Miscellaneous Business.

TOWNSHIP SUPERINTENDENTS' SECTION.

THURSDAY AFTERNOON, JULY 2.

2:00—Inaugural Address:

The Township Superintendent and His Work,
Supt. C. L. Dickey, Worthington, O.
Discussion.

2:30—Paper: Centralizing of Country Schools,
Supt. J. O. Griffith, Beatty, O.
Discussion.

3:00—Paper: Rural School Management . . .
Supt. Chas. W. Gayman, Saint Paul, O.
Discussion.

3:30—Paper: Has the Workman Law Inspired the Schools?
Miss Emma Herd, New Dover, O.
Discussion.

FRIDAY AFTERNOON, JULY 3.

2:00—Paper: Another Solution of the Country School Problem.
Supt. Martin A. Tuttle, Painesville, O.
Discussion.

2:30—Paper: A Course of Study for the Country School.
Supt. A. J. DeHoff, Canton, O.
Discussion.

3:00—Paper: The Qualifications of the
Country School Teacher.....
W. E. Kershner, Mendon, O.
Discussion.

3:30—How to Create a Public Sentiment in
Favor of Supervision.....
Supt. J. K. Peterson, Rex, O.

SECONDARY SECTION.

THURSDAY AFTERNOON, JULY 2.

2:00—Paper: High School Rhetoricals.....
H. H. Helter, Prin. of High School, Troy, O.
Discussion.

Round Table Discussion: Physical Culture.
One or Two Sessions? The College Prepara-
tory Course. A Uniform Curriculum. English
Composition. Prose Composition in Latin
and Greek. Accrediting High Schools. Sci-
ence Teaching. Best Methods With First
Year Pupils.

KINDERGARTEN AND ELEMENTARY SECTION.

THURSDAY AFTERNOON, JULY 2.

Subject: Kindergarten Methods and Ap-
pliances in the Public Schools.....
Miss Wadsworth, Prin. Kindergarten Train-
ing School, Cleveland, O.

Discussion:

Miss Rose Morrison.....
Normal School, Cleveland, O.
Miss Gordon.....Columbus, O.
Supt. Dyer.....Madisonville, O.
Prof. C. S. Coler..... Sandusky, O.

Round Table. Chairman, Mary E. Law, M. D.,
Principal Kindergarten Training School,
Toledo, O.

Subjects—Color Work. Myths and Fairy Sto-
ries. Mother Play. Nature Study. History
and Patriotism. Programs. Gift Work and
Mathematics. Occupations versus Busy Work.
Delsarte versus Physical Culture. Outdoor
and Indoor Games.

MUSIC TEACHERS' SECTION.

THURSDAY AFTERNOON, JULY 2.

President's Address.....
Prof. A. J. Gantvoort, Cincinnati.
Paper: Enunciation in Singing.....
R. C. Weigamood, Piqua, O.
Paper: In Tune.....J. Bird, Marietta, O.

Round Table Discussion: How to Teach Form-
ation of Scales (Major and Minor). Which is
the First in Teaching, Rhythm or Tone?
Music in First Year Grade—of What Should
it Consist?

FRIDAY AFTERNOON, JULY 3.

Paper: Teaching.....C. S. Morrison, Fayette, O.
Paper: The Essentials of the Music Lesson
L. R. Marshall, Newark, O.

Round Table Discussion: The Special Teacher's
Relation to the Teaching of Other Branches.
Correlation or Concentration—Which is the
Best in Music Study?

Election of Officers.

OHIO COLLEGE ASSOCIATION.

WEDNESDAY AFTERNOON, JULY 1.

1:30—Greek Pronunciation.....
Professor W. J. Seelye, Wooster University

2:30—Militarism in College Education.....
Capt. C. M. Rockfeller, Mt. Union University

3:30—Report of Committee on Graduate De-
grees.....
Prof. W. F. Whitlock, Ohio Wesleyan University

4:30—Business Session.....Election of Officers

7:30—Address by the President of the Asso-
ciation.....
D. B. Furinton, President of Denison University

THURSDAY AFTERNOON, JULY 2.

1:30—What Constitutes a Good College
Course in English.....
Professor J. Griffith Ames, Kenyon College

Discussion by Professor C. G. Heckert, Witten-
berg College.

2:30—Relation of Colleges and Universities
Supported by the State to Each Other,
and to Those Not Thus Supported...
President C. W. Super.....Athens University

President W. O. Thompson...Miami University
Professor Coleman Bancroft.....Hiram College

4:30—Miscellaneous Business.

OFFICERS OF THE ASSOCIATION.

GENERAL ASSOCIATION.

President.....Supt. F. Treudley, Youngstown
Vice Presidents...Principal W. V. Rood, Akron;
Miss Clara G. Tagg, Cleveland; Miss Anna E.
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Mansfield; Superintendent W. H. Cole, Marys-
ville.
Secretary.....Supt. E. M. Van Cleve, Barnesville
Treasurer.....Dr. J. A. Shawan, Columbus

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 Secretary..... Supt. J. W. Jones, Columbus

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 Term Expires 1897.
 Supt. C. L. Van Cleve, Secretary..... Troy
 Term Expires 1897.
 Supt. J. E. Morris Alliance
 Term Expires 1896.
 Supt. R. H. Kinnison..... Wellington
 Term Expires 1896.
 Supt. J. H. Snyder..... Tiffin
 Term Expires 1896.
 Supt. J. P. Cummins Clifton
 Term Expires 1896.

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 Term Expires 1897.
 Miss Margaret W. Sutherland, Rec. Sec'y...
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 Term Expires 1896.
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 Ex-Officio Member.
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 Term Expires 1897.

Supt. Charles Haupt..... Wooster
 Term Expires 1896.
 Supt. J. J. Burns..... Canton
 Term Expires 1896.
 Prof. Chas. L. Loos..... Dayton
 Term Expires 1897.
 Prof. Warren Darst..... Ada
 Term Expires 1896.
 Supt. S. T. Dial..... Lockland
 Term Expires 1896.

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KINDERGARTEN SECTION.

President..... Miss Mary E. Law, Toledo
 Secretary..... Miss Lydia C. Brown, Columbus

PICTURES FROM THE PAST.—No. 3.

BY W. H. VENABLE.

The poet Kinney, in his immortal Ohio Centennial Ode, with the characteristic felicity of poetical phrase, recalls the time when "The clamor of the axes ran along the great woods" and when

"The fathers fought the armies of
 the trees,
 And, chopping out the night, chopt
 in the morn."

Now for more than one hundred years a destructive war has been waged against the forests of Ohio. In the days of the pioneers "a man was famous according as he lifted up axes upon the thick trees." Within the range of my own distinct recollection, lies much of the history of the destruction of the primeval forest of southern Ohio,

—history enacted in my sight. The general aspect of the landscape familiar to my view in boyhood, has been wholly changed by the progress of clearing; the wilderness has been transformed becoming open field; nature has yielded to man. Many indigenous plants and many wild animals once numerous in the state have become almost extinct. The nature-loving Gallagher has preserved in the faithful verse of his masterpiece "Miami Woods," the characteristic features of the Ohio forest as I remember certain areas of it in Warren county when I was a child. Magnificent native maples, oaks and elms, stood so near to the house in which I was born, not far from the Little Miami, in Wayne Township, a few miles from Waynesville, that their long shadows darkened its windows and rested upon its roof. A short walk was sufficient to lead one into the solitary shades so deeply that the sounds and scenes of "improvement" were forgotten. So dense was the growth on some fertile lands, that, even in winter when the boughs were bare, a gray twilight prevailed, and, in leafy summer, such was the shade cast by the canopy of foliage that he who roamed beneath, in the green gloom, might well imagine night had fallen upon the earth. The dark labyrinth had terrors for the timid, for it was no unusual experience for children to be lost in the woods, nor were grown up peo-

ple always clear-headed enough to escape confusion and helplessness when bewildered in a pathless forest on a cloudy day or by night. Often, in boyhood, did I lose my bearings when alone in the thick woods, and often have I traced and retraced my own track in a mysterious circle, blindly and blankly seeking to find my way home. The sensations which come over a lad on being "lost" for the first time, are indescribably wretched. But having passed safely through the horror, having two or three times been self-rescued from the dreadful situation, boys instinctively acquire ways and means of extricating themselves from the forlornest state of bewilderment. Just as we learn to observe the course of our own bad dreams, and to wait with uneasy hope the moment of awakening, so the lost boy endures with a certain dogged interest his temporary confusion and distress, dizzily notes the brook running the wrong direction, wonders why the sun is setting in the north, and hopes creation will regulate itself in time to save him from starvation.

The first thing for the new settler on a wild farm, to do, in early times, was, of course, to chop out the night and chop in the morn. The Herculean labor which conquered a tillable field from an army of giant trees in possession, has often been described but I doubt if any one who has not witnessed the slow and toilsome process of "clearing," has

an adequate idea of the hardship of the undertaking. After the ax, the cross-cut saw, the maul and wedge, the log-wagon, the sled, moved by muscle of man, horse and ox, had employed enormous energy, and years of time, to fell, saw, split, roll, haul, the valuable timber; and after consuming fire had eaten up bark and useless logs, the stump remained and a rank young growth sprouted up as if with a desperate intention to retake the ground. The grubbing hoe was in constant demand. The almighty plow made tedious progress in the rooty soil. Armies of savage weeds and briars sprang up. The stumps stubbornly refused to decay. What a struggle it was to subdue wild nature and prepare a few acres in which to set orchards, plant vegetable gardens, and sow wheat.

As in other wars, so in the fight against trees, fire followed the ruin wrought by steel. Millions of tons of Ohio timber have been consumed on the spot where they grew. Burning log-heaps were to be seen on every farm in the dry season, and the destruction of timber was renewed year after year. Among the tasks assigned to farm-boys was that of burning dry stumps. Mr. Howells has recorded his recollection of the fearful beauty of fire in a poem called "The Burning Tree." The terrible splendor of a "deadening" on fire is more impressive if not more alarming

than a prairie fire. When a "deadening" was given to the torch, precaution was taken to prevent the spread of the flames to adjoining fields and woods. But occasionally, after the heats of summer had parched everything, some accidental spark would ignite the dry leaves and grass in a living forest, and result in a ruinous and widespread conflagration. I shall never forget a desolating fire which consumed much valuable growing timber belonging to Dr. Moses Keever, not far from Ridgeville. All the men and boys of the neighborhood, myself in the number, rallied to fight this fire, and we kept up the dangerous defense, day and night, for perhaps a week. To us boys, I confess there was an almost frantic delight in the perilous exertions we made to beat out the crackling flames which ran, devouring leaves and fences, and leaping up the tinder-like bark of decayed trees. There was a reckless pleasure in daring to approach burning trees expected to fall or to drop down flaming branches on our heads.

The burning of logs, stumps, and huge brush-heaps, was a destructive enterprise just suited to a boy's taste. Is the peculiar savage pleasure which people take in watching the ravages of fire, part of our primitive nature, like the instinct for hunting and war? Perhaps there is no man living who is not susceptible to the charm of fire, and who would not take satisfaction in

kindling a heap of dry brush-wood to see the smoke and curling flame, and to hear the crackle and roar of the billowing blazes.

While much timber was ruthlessly destroyed in order to clear fields for planting, the best trees were saved for useful purposes. The business of chopping and splitting cord-wood for fuel was followed by many stalwart countrymen who attained great skill with the ax. A spirited rivalry was kept up among wood cutters. The art of felling trees properly was mastered by comparatively few. Expert rail-splitters were in demand always. I knew a certain gaunt giant, of the Abe Lincoln type, who was famous in his neighborhood for making huge mauls from knots, and huge "beetles" and "gluts," so he named them, from iron-wood, to use in connection with various iron wedges, in splitting logs. There were other specialists who, with saw, mallet, frow and drawing-knife, transformed sections of oak logs into clap-boards and shingles.

Just as wheat and corn were taken to the grist-mill and exchanged for flour and meal, the custom arose of hauling logs to the saw-mill to sell or to barter for sawn timber. The strong, low log-wagon generally drawn by oxen was common, with its peculiar coupling, its "boom," and rods of clanking "log-chain." Among the exciting pastimes of the farmer's lad may

well be counted that of helping to load the log-wagon with a vast section of some mighty oak, ash, poplar or walnut, and, perhaps, of riding astride the great bole, to the mill where the shining, fierce, vertical saw, in rapid fury, tore its way through the very heart of the brave, helpless tree. The fallen monarchs of the wood, chained and hauled away to the mill, always had my sorrowful sympathy. I sometimes shed tears when a favorite was cut down, and I hated the saw-mill with a respectful anger mixed with admiration.

Associated in my memory with saw-logs and tree-felling, is the idyllic, light labor of peeling, curing and conveying to the tanner, the salable bark of the big oaks cut for rails or for saw-logs. The trees were felled when the sap was rising, at which season the bark was easily removed. The broad slabs of bark just peeled were very slippery, and a sly trick of the humorous farmers was to place one long strip on the ground and put another strip upon it, the two smooth surfaces together, and induce some one who had not been initiated, to step upon the upper rough surface, ostensibly to hold the two pieces in place, in order, as the farmer explained, "to make an Indian basket." No sooner, however, had the victim of the practical joke stepped upon the treacherous surface, than the farmer would give the upper slab a sudden

pull, causing it to slide and the assistant "basket-maker" to tumble, greeted by jeers and horse-laughter.

Fifty years ago the forests of Ohio still harbored a few wild deer and occasionally an old foggy brown bear too conservative to follow the course of empire farther west. These animals were abundant in Indiana at the period of which I write, and I have lively remembrance of annual visits to my father's house, of my uncles John Baird and Britton Baird, who, as pioneers, had purchased land and built cabins in Jay county, Indiana. They used to "come in," as the phrase was, from their hoosier home, bringing in their canvas-covered wagon, venison, wild turkeys, wild honey, and, alas, the shaking ague.

It was never my luck to get sight of a bear or a wild deer, in the woods of Ohio, though wild turkeys were not uncommon. The red fox was frequently seen and the weather-wise ground hog often fell a prey to the farmer. The o-possum, the raccoon, the pole-cat, the weasel, were so numerous and so thievish that the hen-roosts had to be protected from their ravages. The squawking of frightened chickens often roused the farmer from his midnight slumber and summoned him to the barnyard with lantern and gun.

The sport of 'coon-hunting by night, with dogs, was much enjoyed by youths of an adventurous

turn. The tree, usually a hollow one, in which the pursued animal took refuge, was chopped down, by the light of a bon-fire. The eager dogs, rushing to seize the anticipated prey even while the tree was falling were sometimes crushed to death under its trunk or limbs.

Squirrel-hunting engrossed much of the leisure of the average country boy. Every house was provided with at least one gun, and often with two or three. There were gunsmiths in every neighborhood. How well I remember the old shot-gun and the slim, long rifle belonging to my elder brother John, who, I believe, must have spent quite an extravagant sum, in buying arms and ammunition. He had all shapes and sizes of game-bags and shot-pouches, and his collection of beautiful powder-horns was the envy of his companions. The amount he spent on bullet-moulds, leaden bars, ram-rods and percussion caps, brought upon him our father's mild reprimand. The shot-gun was bought at second hand; on its polished stock of hard, curled maple wood, was a silver plate on which was engraved the name "Henry Clay." Whether "Henry Clay" was the name of the gun, or whether the gun had once been the property of Henry Clay, we could never quite make out. But one thing is sure, the old shot-gun was famous in its day. I was often permitted to carry "Henry Clay," while my brother bore the heavier rifle, as

we trudged all day through the enchanting intricacies of the Big Woods and along the windings of Newman's Run, hunting squirrels and schooling ourselves in all wood-craft. Incidentally we familiarized ourselves with thousands of natural objects, animals, plants,

fossils, and, without conscious study we really acquired a good practical knowledge of botany, zoölogy and geology. In the Big Woods there was scarcely a species of tree of which we did not know the name and properties.

LANGUAGE LESSONS. — No. 6.

BY MARGARET W. SUTHERLAND.

There are important reasons why the study of history should be begun early in the child's school life. No matter how trite the expression that early impressions last longest, we all know that the things concerning which we oftenest say "I couldn't forget that if I tried," are the things learned in childhood. Isn't it true that while at this moment you may not be able to repeat that choice bit of poetry that you thought you learned this last year, you can repeat without effort many of Mother Goose's Melodies? Isn't the picture of the man Washington or Lincoln that comes first to your mind that that you received from father or mother in early days rather than that which you got from the text-book of history that you studied in the grammar school or highest class of the ungraded school? Will not the one who as a child had father or brother in the

army during the Civil War, who learned history from letters and home talk just as it was making, always have an interest in that war and a knowledge of it different from that of the one who studied its history when a good-sized boy?

It is the business of the public schools to make good, patriotic citizens. Some say that this is involved in making good men. Granted, if you choose; but among the characteristics of the good man, the public schools ought to emphasize true citizenship. A love of country should be fostered in every wise way. Sectional animosities ought not to be created; neither ought the idea to be taught that every State has a right to do as it pleases, that it may behave as the child who pouts, won't play, and goes home whenever all things do not go his way. The very breath of early life should be the knowl-

edge of our nation's heroes, the inspiration of patriotic sentiments, and the enthusiasm of our national songs. This should be an important work in our schools not only because of the force of early impressions but because so many of the children of the very parents who cannot do this work are forced by adverse circumstances to leave school at an early age,—some time before the study of history is begun with a text-book.

When I think of the important things pressing upon us to be done in school, I get impatient at the waste of time in playing with words at the language period, at the desultory, spasmodic preparation for this work by many teachers and the total lack of preparation on the part of others. I become sad when I think of any thoughtful teachers showing indifference or even hostility towards co-ordination, correlation, concentration,—the wise use of these being our only solution of the educational problem of how to do the many things which we know ought to be done.

If we are convinced that history ought to be taught to children, that the only time we can take for it is part of the time assigned to language lessons, and of what we have said before—that the best way to acquire language is in connection with knowledge, we are ready to consider the manner of teaching it. Of course, the nature of the child's mind determines this. When we

first receive the little ones into our care, they are in the receptive and reproductive stage. It is the time pre-eminently for the telling of the story by the teacher and the reproduction of that story by the child. It is the time for the singing of the song that will tune the heart to patriotism, so that when the man sings it in later years it will have the double harmony of present enthusiasm and past emotions. It is the time for the learning of the poem that vividly tells its story or musically teaches its lesson. It is *not* the period of strength of the reasoning faculty and consequently *not* the time for the logical study of history. That kind of study must come later in life. But teachers of primary and of ungraded schools may lead the little ones under their care to lay up a store of facts ready to be worked up into a harmonious whole in later years.

If I were sure that the majority of the children in our schools would remain until they had acquired what is known as a grammar school course, I might begin with the myth, follow it up with Bible stories, then stories of Greece and Rome, coming by a gradual, interesting process to the history of our own country. I do not say that as it is I might not follow to some extent this plan; but since the idea of what I should do for the child who is to be given a full, rounded education, must be modified by the thought of the child of foreign par-

ents knowing little of the history of our country and feeling little of the spirit of its institutions, who is to remain in school but a few years at best, I would give what some might regard an undue prominence to the history of the United States.

The door to history for children is through biography. To get them interested in what a man has done, they must be interested in the man himself, and it helps to interest them in the man for them to think of him as a boy. I shall insert in this article a paper written by a little girl in the second year of her school life, which will show this tendency of the child to make real the character of history by bringing it near the child life.

The beginning of American History should be in the first year by the celebrating of certain days. These celebrations should be made as interesting as possible while still being simple. There is a tendency on the part of some teachers to make the celebrations too elaborate and on the part of others to pay no attention whatever to their observance. They should always teach something definitely, positively.

I have mapped out a course for primary language work in history which may seem somewhat meager; but it is to be remembered that history is only one of four subjects on which to base our special language lessons. Teachers of little children also know that it takes frequent telling of a story in

an animated manner, telling it until children get that familiarity which makes them love a story so that they call over and over again for one that the mother or teacher wonders that they have not grown tired of. Then there must be many questions asked to keep up interest and to see how facts have been understood. Patient, sympathetic, loving help for the little one who slowly learns to tell a simple story, not merely satisfaction with having the brightest children of the class tell eagerly what they have learned. It must not be forgotten, however, that these bright children have rights which are ever to be respected. In the first year's work the teacher may lead to the writing of a few little sentences on historical subjects by the children, and in the second there can be a good deal of written work.

Contrary to what some writers on education preach (but not contrary to their practice) I believe we may teach some facts of history which children do not fully understand, but to the full conception of which they will grow.

In the references given in connection with the little lessons following, I shall not refer the teachers for whom I am writing to the works of the two Bancrofts, Parkman, and other great writers on topics connected with American history. There is no question of the great benefit it would be to them to read such works; but many of

those who know how to read such books do not know well how to adapt their knowledge to little children; so my references will be to books whose writers have had children in view so that they will help teachers in the oral work which must be done before children can read readily. I am glad to say that some of these books are written by men of talent.

FIRST AND SECOND YEARS.

(Treated differently, according to mental development.)

Prepared for October 14th.

COLUMBUS.

1. Where Columbus was born.
2. Boyhood of Columbus.

(a) What Columbus learned.
(b) At fourteen years of age went to sea.

3. Columbus in Spain.

4. How Columbus discovered America.

Books for teacher's use:—

Eggleston's "A First Book in American History." American Book Co.

Higginson's "Young Folks' History of the United States." Lee & Shepard, Boston.

American History Stories, Vol. I. Educational Publishing Co., New York.

THANKSGIVING DAY.

The teacher will give several talks on the Pilgrims and Puritans. After the children have enjoyed these conversational lessons and all

have learned something of the early colonists, their way of living, and the early Thanksgiving Day, give on a slip of paper something for each one to learn. Then call on the children to recite in an order that will make a connected story.

Follow this by talks on fall products, and the present way of observing Thanksgiving. (I have seen this series of lessons beautifully given in my friend Miss Gordon's room.)

Poems: The First Thanksgiving. Thanksgiving Day, To-day.

Books:—

Moore's "Pilgrims and Puritans." Ginn & Co.

American History Stories, Vol. I.

LINCOLN.

1. Born in a log-cabin in Kentucky, Feb. 12, 1809.

2. Boyhood of Lincoln.

(a) Moved to Indiana when seven years old.

(b) Lived in a "half-faced camp."

(c) How Lincoln grew strong through work and trials.

3. Early manhood.

(a) Industry and honesty constantly shown.

(b) Occupations of Lincoln.

4. Lincoln as a lawyer.

5. Lincoln's part in debate about slavery.

6. Lincoln as President.

(a) Lincoln's kindness.

7. Lincoln's death.

(Perhaps part of this cannot be

used in First Year, but may in Second.)

References: Lincoln's Early Life in Pioneer History Stories. Public-School Publishing Co.

"A Pen Picture of Lincoln" from Blaisdell's Stories of the Civil War. Lee & Shepard.

WASHINGTON.

1. Born in Westmoreland Co., Va., Feb. 22, 1732.
2. Boyhood and schooldays.
3. Surveying and life in the woods.
4. Washington's journey to the French fort.
5. Washington in the French War. (Simply tell.)
6. Washington in the Revolutionary War. (Simply tell.)
7. Washington as First President.
8. Washington died at Mt. Vernon, 1799.
9. Character of Washington.
10. Visit to Mt. Vernon as it now is. (A good picture for the blackboard is a copy of Washington's First Command, from Eggleston's "A First Book in American History," page 102.)

Books: In addition to those already mentioned, "Stories of Great Americans for Little Americans." American Book Co.

To these lessons add those on Memorial Day, July 4th, 1776, and the Story of the Flag.

THIRD AND FOURTH YEARS.

Arrange in sequence of time the subjects already treated, review, and introduce Capt. John Smith, Henry Hudson, Miles Standish, William Penn, Franklin, Robert Fulton and the Steamboat, Morse and the Telegraph.

Teachers will find the books in the Ohio Pupils' Reading Course that bear on history helpful in this work. Encourage pupils to read as soon as they can enjoy it.

In concluding this article, I wish to give an *exact* copy of the work of a little girl in one of our training schools under Miss Gordon's care. It was written on February 21st, of the child's second school year. The children had had two or three oral lessons about George Washington. The young lady who was in training in the school, told the children in the division to which little Pearl belonged to write all they could about Washington while she was teaching reading to another class. Several of the children wrote papers fully as correct as the following, but I selected this one on account of its originality.

In explanation of one of the expressions used in the exercise, it may be stated that occasionally Miss Gordon says to the young ladies under her charge, "If Richard doesn't study, send him to me"; but no one had suggested anything of the kind in connection with Washington.

GEORGE WASHINGTON.

He never told a lie.

He was 11 years old when his father died.

His mother took care of him.

He was a good and obedient boy.

He went to school when he was seven years old.

His teacher never had to say, "If George wastes time send him to me."

He was a nice boy.

George was born on February 22th, 1732.

George was the first President of the United States.

He died December 14, 1799.

I would like to see his old home in Mt. Vernon and some day I will go to see it.

PEARL ELIZABETH NAGLE.

ATHLETICS AND ANCIENT HISTORY.

BY GEO. H. LAMB.

With the first appearance of settled spring weather the boys began to take renewed interest in athletics. Many of them had been practicing in the gymnasium all winter. More than a hundred had become sufficiently expert to warrant the physical director in putting them on the stage in public exhibition. But as far as the pleasure of ice-skating surpasses that of the roller rink, so far does free out-door exercise excel the close, dusty, stuffy gymnasium, even with the natatorium added. So the boys went to the play ground, and, I might add, returned from it during the first few days of sunshine with more spirit and alacrity than they had shown for months.

There are games and games; but for real enjoyment there is nothing equal to base ball for boys, es-

pecially if they have room enough. Our grounds are small, right in the heart of the city, and our numbers many. We have trapeze bar, rings, vaulting bar and parallel bars, but these are tame to base ball. There was only one part of the ground we could use at all, and then we could have only one base besides the home plate; but by dividing the crowd and taking the ball ground week about by groups, we got along first-rate.

This revival of athletics came about with us just the week of the revival of the Olympian contests at Athens. We took five or ten minutes each day to discuss how the Athenian contests were going. Interested? If our American champions had been here we would have crowned them with the richest garlands we could find or buy. We

couldn't understand for a day or two why we couldn't win any bicycle contests, but the mystery was solved when one boy reported that Americans were barred from entering in this event. Just at this time we had resolved to anticipate the action of congress relative to weights and measures, and become thoroughly conversant with the metric system. The fact that all results were given by this table added renewed interest to the theme. When we learned that an American had won the standing high jump at 181 meters, we had to measure it to get a correct notion, though we had only a yard stick to measure it with. One boy confidently asserted that this wasn't a record breaker, but others corrected him by saying he was talking about running high jump.

But the chief interest centered in the long distance race from Marathon to Athens. By a little figuring we ascertained that the Greek winner made about a mile for every five minutes. We regretted that we couldn't get the time made by the old courier who bore to the city the news of victory in 490 B. C. and who could gasp only the one word as he fell dead from exhaustion.

But our interest didn't stop here. We went from these events back

into the past of history and literature. Bryant's translation of the Homeric games as found in the twenty-third book of the Iliad claimed a share of attention, and a comparison of this chariot race with Ben Hur's, with which most of the pupils were familiar, many of them having recently assisted in pantomiming the tale, was made. Then the teacher gave an original translation of the boat race and boxing contest described by Virgil, with some account of the custom of instituting plays in honor of the dead.

After all this it was scarcely necessary to ask the pupils to read up on Greek history. Miss Yonge's History of Greece which had lain in the school library almost untouched for nearly two years, immediately sprang into popular favor. Marathon, Thermopylæ, Salamis, became more than empty, unpronounceable names, while the picture of the "Acropolis" which the class had recently purchased for school room adornment took on fresh interest.

Finally, the pupils were given the privilege, not assigned the task, of writing up any subject they cared to in connection with Greek history, art, or story, and many of them had a very interesting tale to tell.

LIBRARIES FOR COUNTRY SCHOOLS.

BY F. B. PEARSON.

Any one who has attempted to make a list of "One Hundred Best Books" appreciates the difficulty of such a task, and it is well known how widely such lists differ. The Board of Control of the Ohio Teachers' and Pupils' Reading Circle could bear eloquent testimony as to the difficulties attending such a task. The burden of the work is not so much with the books that are selected as with those that are not. It is easy enough in such work to deal in "glittering generalities" but to commit one's self as to what is the best book on a given subject for the place it is to fill is quite a different matter. Membership in this Board of Control is far from being a sinecure, for very many books must be read, and carefully read, only, in the end, to be rejected. Thus much, by way of emphasizing the importance of the work that is being done for the teachers and pupils of our state.

Left to ourselves we might be slow to discover many of the good books that are required in the Reading Circle, but, worse than that, we would lose much time in desultory reading, and in the perusal of such books as would bring us no profit.

The work of selecting books for children requires much knowledge,

both of books and children, much wisdom in adapting means to end, much sifting of wheat from chaff—and, therefore, much patience and hard work. Great credit is due to the Board of Control not only for the excellent selections they have been making during these years, but for the impetus their work has given to reading in general, and its educating effect upon the teachers of our schools, both as to the value of books as a factor in school work and the necessity for wise selection. It is but the truth to say that, unaided, many of the teachers in our schools, would make sorry work of selecting even a small library for their schools. To do this requires a degree of knowledge and skill that they do not possess. We all know teachers on whose judgment in this matter we would rely. But the converse of this is also true. When our own children are to be the readers, we are somewhat critical as to the selections made, as, indeed, we ought to be; and what we ask for our own children is not too much to ask for all the children of the state. As we desire the society of good books for our own children, so ought we to do for all. Hence it is that the question of libraries for all our schools takes

rank in importance with other questions that look to their improvement.

A circular letter sent out some time since on this subject brought many replies that are full of interest. Many of these are noteworthy for the clearness and conciseness of what they say, and some for what they fail to say. From the character of these replies one may judge, with a fair degree of accuracy, of the breadth of culture and public spiritedness of the writer. Be it said to his credit that the first letter received was from our State School Commissioner whose list of books is the result of years of pains-taking labor. Among the letters of reply is one from a college President who says among other good things, "If I were at leisure I would like to go among the small towns and larger villages lecturing on the The People's Reading, in behalf of a fund in each place devoted to the beginning of such a library." This sentiment will meet with a hearty response from many progressive teachers throughout the state, who appreciate the superior advantages of those children who have ready access to good working libraries. A start has already been made, for, in many of the country schools, progressive teachers are deeply interested in the subject, and have inaugurated the work of collecting books.

But much remains to be done, before we enter upon the full meas-

ure of the advantages that are possible in this direction. The Reading Circle is doing a good work, but much must be done in addition to this, if the children in the country are to have opportunities measurably similar to those of children in the cities and towns. One thing needful is that the subject be made prominent in our county and state associations, so that all teachers may have the benefit of the best thought of the state upon the subject. Otherwise, some of our schools may come into possession of libraries that are practically useless, or worse than useless, through the mistaken notion that a library is merely a collection of books.

Did the limits of this article permit it would be interesting to give at least one list of books—that sent by W. W. Pendergast, State Superintendent of Minnesota. The list comprises about one hundred and fifty books selected from about fifteen hundred that are included in the state school library of that state. If the country schools of Ohio had no more than these one hundred and fifty books, they would be rich in comparison with their present equipment. Moreover, some lists from teachers in our own state would be found thoroughly interesting. Among the representative lists in my possession are those furnished by J. K. Baxter, S. D. Sanor, Prof. W. A. Kellerman, M. W. Spear, F. B. Dyer, A. B. Johnson, H. A. Stokes, B. T. Jones, J.

H. Walcutt, A. W. Lewis, J. D. Simpkins, R. H. Kinnison, Prof. E. L. Compton, Miss Juliette Sessions, C. L. Van Cleve, F. Treudley, Miss Harriet Kirby, W. H. Sidebottom, Miss Margaret Sutherland, W. T. Bushman, A. C. Bagnall, Dr. A. A. E. Taylor.

After scanning these lists it would be profitable to know the sentiment on this subject, of such men as Dr. Gordy, Dr. Bashford, Dr. Thwing, Dr. Scovel, Dr. Findley, Commissioner Corson, and J.

P. Sharkey—but to give all this, at present, would be to transgress the limits of a brief article. All that is hoped for in this article is a revelation of the fact that there are many in the state who are sufficiently interested in this matter, to warrant the conclusion that, with systematic agitation, the country schools of our state could very soon be enriched by good working libraries—a desideratum worthy the attention of every teacher and every parent.

THE BASIS OF THE HIGH SCHOOL COURSE.

BY LEWIS R. HARLEY.

Speaking of the course of study for secondary schools—Dr. Wm. T. Harris says: "What shall be the course of study of these people's schools? Here come the conflicting claims of science and literature. It is shown by the language party that the foremost doctrine of natural science—that of evolution—demands for education as its central theme the study of the spiritual evolution of civilization. The evolution of the civilization in which we live and move and have our being issued through Greece and Rome on its way to us. We kindled the torches of our institutions—the watchfires of our civilization—at their sacred flames. The organism of the State,

the invention of the forms in which man may live in a civil community and enjoy municipal and personal rights—these trace their descent in a direct line from Rome and were indigenous to the people who spoke Latin. In our political and civil forms, we live a Roman life to-day, while our scientific and æsthetic forms come from beyond Rome; they speak the language of their Greek home to this very day." At one of the sessions of the Educational Congress in Chicago, Dr. Harris presented the claims of Latin and Greek as compared with science and history as follows: "The question as to what the pupil should study has become the great ques-

tion in education. Science and history call attention to the things of time and space, and help students to examine facts. Latin and Greek do not make this revelation immediately, but act on the student all through life. If fifty boys with six months' experience in the study of Latin were placed on a prairie beside fifty other boys with equal educational advantages, except that they did not know Latin, the fifty who had a little knowledge of this language would far more readily learn the management of municipal affairs than would the other fifty. The Romans were the great law-makers of the world, and an acquaintance with their tongue gives facility in public affairs. The Greek imparts a different kind of benefit. This is the language of science, and gives a conception of the entire universe as a cosmos. These two languages are of more advantage to young students than science and history, but the latter should come later."

Dr. Harris claims that Latin, Greek and Mathematics are the only disciplinary studies, and that modern literature and the sciences have only practical uses. But Dr. Patten shows the disciplinary value of modern economic science in the following language:

"The economic concept is more democratic, and its ideal lies not in the past, but in the future. It prophesies a time when the leading virtues will be instilled into every

member of society, giving to all their actions those heroic qualities which make individuals worthy and society progressive. The future Utopia of the economist stands opposed to the golden age of the past. The one ideal would elevate mankind through the growth of common qualities and the ejection of discordant elements that lower the tone of society. The other would hold a frail humanity above its natural level by the impressive examples of its historic heroes. The latter may succeed for the moment but the steady evolution of character depends upon the former. Its effects may come more slowly, but they are more abiding."

The conflicting claims of Latin and Greek, and modern science and literature should be carefully examined by all of us in arranging our high school courses. The disciplinary value of Latin and Greek is great, but Dr. Harris has taken an entirely wrong view of modern science and literature. Modern science invaded the strongholds of formalism, and banished the dogmatic methods of antiquity. It supplanted fable and superstition with truth. It contains the triumphs of Galileo, Gilbert, Newton, Descartes, and Leibnitz. The theory that modern science has no disciplinary value is absurd. Isaac Newton's works are the first true *Novum Organum*. In his method of making discoveries, he treated not of gravity, but of forces in general; and he gave to

the world a rational method of searching for truth, which has greatly influenced thought even to the present day. All the great intellectual revolutions of the world have been brought about by a revival of interest in the natural sciences. The teachings of Rousseau made a profound impression in England, which was followed by the announcement by Malthus of his theory of population, and the re-statement of economic theory by Ricardo. Another intellectual revolution followed as an immediate consequence of the teachings and influence of Malthus. Darwin got his ideas from Malthus, and he originated the doctrine of evolution. His sole endeavor was to show the complexity of causes and circumstances which have led to the present condition of things. All the great universities have applied his doctrine to all the sciences with the most encouraging results. In physics, we are told that a ray of sunlight produces heat; and from heat comes light, motion, and electricity. The energy is conserved and transformed, and we thus have the evolution of force. In economics and history we can apply also what Darwin applied to biology. Here we can also see the adaptation of the organism to the environment. Man and woman bear the same relation to society as the cell does to the plant. We can thus see the family develop through the maternal, military, paternal, and mono-

gamic stages, in each process eliminating by natural selection the unsuitable elements. The same principle may be applied to the development of nations, and the genesis and growth of Constitutions. The administration of government has been attended by continuity and differentiation of the departments. In the early ages, the strong man was king, law-giver, and judge; but in the course of time the Parliament differentiated, and later on, the Judiciary. The influence of the natural sciences has introduced the laboratory method into every department of university instruction. The natural sciences have not only a practical value, but as disciplinary studies they train the mind into accurate habits of thought. The conflicting claims of the subjects referred to are also being pressed in Germany. There secondary instruction is given in the gymnasias and the real-schools. The course of study in both extends through nine years. Pupils enter at nine years of age and complete the course at eighteen. The gymnasias give great prominence to Latin and Greek, while the real-schools attach the most importance to the mother language, mathematics, natural sciences, and modern languages. As the gymnasias are humanistic and the real-schools practical, they have been the occasion of a warm conflict between educators of these two tendencies. The conflict is still going on; but in accordance with the

practical spirit of the age, the real-schools have been constantly increasing in popularity and number. The following is the course of study in the Prussian Gymnasium:

- Religion.
- German.
- Latin.
- Greek.
- French.
- History and Geography.
- Mathematics.
- Natural History.
- Physics.
- Writing.
- Drawing.

The following is the course of study of the Prussian Real School:

- Religion.
- German.
- Latin.
- English.
- French.
- History and Geography.
- Mathematics.
- Natural History.
- Physics.
- Chemistry.
- Writing.
- Drawing.

The French Lyceum previous to 1852 corresponded to the German gymnasium, Latin and Greek being the chief subjects of instruction.

Since that time it has undergone important changes thus bringing it into closer relation with the present age. The course of study of the Lyceum is as follows:

- French, 8 years.
- Latin, 7 years.

Greek, 5 years.

English or German, 10 years.

History and Geography, 10 years.

Mathematics and Science, 10 years.

Philosophy.

Drawing.

In this country, the oldest of existing high schools is the Boston Latin School, which admirably represents the classical side of secondary education. To Boston must also be credited the first typical high school of the nineteenth century cast, representing the best English education. This school marks one of the first reactions against the classicism of the previous two centuries. The course includes English, French, and Spanish, physics, mathematics pure and applied, mental and moral science, rhetoric, and general history.

The system of education must be an ever expanding one, on account of the new realms of science that are continually being opened to the student,—in fact the student of the twentieth century will be confronted with so extensive a category of sciences that it will be a difficult matter for him to choose a course. American universities have not lowered their standards by opening courses of a modern type. The courses leading to the B. S., Ph. B., and B. L. degrees are just as difficult and exacting as the old classical course, and they have the same disciplinary value,

The universities do not propose to lower their standards for entrance in admitting students who have been prepared in high schools having modern courses. To this end the Committee of Ten prepared four courses for high schools each covering four years, the Classical, Latin-Scientific, Modern Language, and English.

These courses differ but little except in the language requirements. In the first two years they are as representative as possible, and as many boys and girls do not remain in the high school more than two years, they receive the full benefit of practical subjects. The first two years in any of the four courses will be highly profitable to students who can go no further. These four courses can be offered parallel by the high schools of any of our boroughs or cities. In the township high schools, it may be feasible to adopt but one of the courses, and either the Latin-Scientific, Modern Languages, or English course would be suitable for such schools. I would not insist upon one stereotyped course for any high school. It seems to me that the four courses offered by the Committee of Ten meet the demands of the times, and from them may be selected a scheme of studies adapted to the wants of any locality. Any one of these four courses is suitable to students whose school life ends with the high school, and at the same time they all fit for the col-

lege or the university. To the high school adopting these courses there must arise a double benefit. The students will receive a broad and liberal training, and at the same time the high school will be stimulated by the college or university to do better work, while the standard of the profession will be elevated to a high degree. The influence of a university upon the common school system is potent for good, and is well expressed by Prof. Calvin Thomas as follows:

"A university in the German sense of the word is an institution crowning the educational system of a State, treating its students as free adults engaged in a *bona fide* pursuit of knowledge, offering its advantages at the lowest possible price, sending down its roots into the life of the people, to take thence the sap of its own vitality, and paying back the debt by raising the level of intelligence and adding to the value and dignity of life throughout the entire Commonwealth."

This is the ideal, but how shall it be reached? Will it require school buildings of massive architecture, with Corinthian columns and lofty domes? No; it will require teachers of scholarship and ripe attainments. The most casual glance at a course of study reveals whether it was prepared by the holder of an ordinary certificate, of a normal school diploma, or by a college graduate. Buildings, apparatus,

and equipments are only the auxiliaries. The teacher is the living force, and no school can rise above the level of his attainments. To carry out the ideals presented, more highly trained teachers will be needed than are to be found in the secondary schools. There is need for the further instruction of teachers in actual service. I am afraid that too many of us, on receiving the permanent certificate or normal diploma, have laid it aside as an educational jewel, and exclaimed, "*ne plus ultra*." There are many facilities for the continued education of the teacher. Summer schools are maintained by nearly all our large universities. Many of our colleges have established courses in pedagogy during the year. Foremost among these, is the University of Pennsylvania, which received from the Legisla-

ture an appropriation of \$200,000 in aid of its post-graduate work. This University has opened nearly all of its courses to teachers on Saturday, and only a nominal fee is charged. More than one hundred teachers are now taking advantage of this opportunity, and its influence will, in time, be felt in the high schools throughout the State. We have a right to expect more than has yet been obtained from the colleges and the normal schools in the preparation of teachers. The normal schools themselves need better equipment, courses, and teachers. The colleges should take greater pains to fit men for the duties of principal and superintendent, and their presidents and professors should contribute to the thorough discussion of all questions affecting the welfare of both the elementary and the secondary schools.

LEARNING REFLECTS THE TONE AND BENT OF THE PERIOD.

BY BOYD WINCHESTER.

When learning was cultivated by the few, the natural wants and bias of the mind itself fixed the subjects and controlled the direction of thought. Then the individual wrote in obedience to the impulses of his own temper. But it is far otherwise when learning floats over the whole surface of society. A

new influence is let in upon the course of literature. The natural cravings of the mind itself are no longer supreme in pointing its efforts. The exigencies of society direct, as they are best able to reward it. Whatever therefore, may be the social condition of the age and its peculiar necessities, they will gradu-

ally absorb into themselves the active intellect of the nation. If the spirit of the times be commercial, it will force learning into those channels which are most productive in an economical point of view; reflection will become calculation and creation to develop the idea of beauty will be supplied by creation for utility. Under various effects, we shall still detect the same principle—namely, that the pleasures of the mind itself will no longer rule its powers, which are henceforth swayed by the wants and claims of society.

This circumstance is potential in its relation to the intellectual tone and habits of a country. Knowledge will be regarded wholly in relation to the effects which it can produce on the world around it; that higher character, which it bears as influencing the mind which contains it, will be forgotten. "Knowledge is power" is the expression at once of the real stimulus by which the intellect is actuated and of the standard by which its exertions are to be measured. In learning men see an effective instrument for subduing nature to the convenience of man, not a means, of discipline to exalt and strengthen the faculties—to bring the intellectual being himself to his proper perfection. The principles of education are changed and a system of instruction has taken its place. As the first proposed to "lead out" the mind, that is, to endue it with a form and di-

rection and a principle of growth; the latter will "give it weapons" and teach their use, and send it out armed to assert its dominion over the world. The old means employed to impart knowledge seem tardy and circuitous; the subjects incomprehensible by the unripe faculties and useless to the full-grown man. The mind is not called upon to combine its own ideas when from poverty of experience they are yet so few, as to make the work laborious in the performance, and meagre when executed. The main object is to turn the mind to a use rather than to form it—to bring out results rather than develop faculties. This view of learning wholly as a means, and of intellectual energy as an instrument, carries its influence beyond education. We find it directing the literary zeal of the country and fixing the degree of value at which the several branches of study may be rated. And in this way it may be traced out to some effects, which at first sight wear an appearance of inconsistency with the general character of the period. Thus in the universal stir of mind, when the whole of society seems to follow one literary impulse, we may scarcely find an individual who devotes himself with a single aim to literary pursuits. There are many applying the discoveries of philosophy to some immediately practical purpose; others are opening science to the view of their fellow-

men, conveying knowledge and knitting it into a system; but the man of learning who aims at no special and definite end, who finds his pleasure and reward in the process of investigation and thought, is despised. A life of contemplation carries the show of aimless frivolity to those, whose point of view debars them from perceiving that, apart from the possibility of other fruits, even the fixing a single mind in a steady interest about unseen truths, is in itself noble and excellent. Despite therefore of a universal excitement, and a very general activity in the cause of knowledge, there is a narrow stint of men devoted to it for its own sake. And this single naked point, peeping through the profusion and splendor of our times, is, it may be feared, a symptom of coming poverty. For the history of science and literature offers consistent evidence, that to such men, more than any others, has human knowledge owed its progress and permanency. Not urging very anxiously the chase after any particular result, they are free to follow the gleams of truth, from whatever direction they may play upon their path; and delighting mainly in the energy of labor, they are prevented by no timid economy of strength from sifting old principles and grasping at higher laws. It may be added further that those who have most completely disengaged themselves from practical utility as their guide

and object, and consecrated all their efforts to speculative truth, have, by a strange coincidence between the most intricate workings of the human mind, and the external arrangements of nature, often proved the largest contributors to the common conveniences of man. This circumstance has been remarked as an instance of the marvellous adaptation of man's faculties to his condition. It may be considered, further, as an example of that law of faith, which compasses all human action; whereby the abandonment of a purpose for some higher motive is made the necessary means of securing it.

The well-directed pursuit of theoretic knowledge, independently of practical application, exercises of itself a moral influence of the most valuable kind. He who will give himself up, as a little child, to the guidance of elevating reflections, "the natural food," as Cicero has well described it, "of human thought," shall hear lessons of wisdom, silent indeed to the scoffer, but vocal to the wise and given for his instruction.

We may always expect learning in different periods and countries to exhibit in a large measure the tone of feeling and the bent of opinion which the respective circumstances were calculated to engender and encourage. To watch through the annals this tendency of the human mind, in its successive developments, is like tracing the course of

some mighty river, which brings us in contact, in turn, with all the varying forms and aspects of society. It rises in the remote bosom of the wildest hills, it works its way through the chequered scenery of many a valley and plain; sometimes clear, unruffled, majestic dispensing health and nourishment and fertilizing the lands of a nation; then hurried into violent and frantic

rapidity, turbid and unmanageable, and fraught only with terror and desolation; quiet moreover and colorless itself, and deriving its characters and its capacities for good or for harm, from the form or the hue of the bed which receives it. So the quality of learning is vitally affected by the minds which plan it and by the spirit in which it is undertaken.

THE MEANING OF THE HERBART MOVEMENT IN EDUCATION.

BY CHARLES A. McMURRY.

It might be said in the first place, on the negative side, that it is not the purpose of this movement to graft a foreign system of education upon the American stock. It is rather an attempt to study the principles of education in a liberal spirit and to apply them to our school studies.

An examination of the watchwords which have been heard from the camp of the Herbartians for the last few years will make it plain that some of the old fundamental questions of education have been asked over again, with a strong emphasis upon certain expressions which, perhaps, have not been sufficiently emphasized before.

It may be said that the Herbartians have set up several important problems for solution. It is not

claimed that they are yet even approximately solved, but that it should be the purpose of the teachers to work at their solution.

First of all comes the question as to the aim of education. An old! old! question, but appearing in a new and modified form in every succeeding age. So long as the people have a profound interest in this deepest of all questions education is sure to be enriched and intensified by its discussion. It involves the highest ideal of character development, well rounded and complete. As soon as we have settled the great problem as to the relative value of studies as means of education, we come to the inevitable, practical question of method; (using the term method in its broadest sense). Under the term

method we mean the selection and arrangement of the materials of study as suited to the periods of child growth and the manner of treating these materials when so selected and arranged.

The Herbartians have entered into a campaign of discussion along the following lines:

1. Apperception. Two ideas, at least, have come clearly to light in connection with this term (*a*). A closer scrutiny of a child's present knowledge for the purpose of using it in acquiring still more. All a child's knowledge and experience are for constant use. The more he employs it in his constant acquisitions the more thoroughly organized will be his mental stores. (*b*) Deeper and more significant even than this is the patient and sympathetic study of children implied and emphasized in the term apperception. Some of the best thinkers in our country, not Herbartians, have recognized the deep permeating influence of this principle in all the details of teaching.

2. Correlation. The inter-relation of school studies (the relation which they bear to one another) will always remain one of the cardinal problems of instruction. Far from having solved this problem the terms correlation, coordination and concentration, only suggest its difficulty and importance. It will take many years of careful study and practice with educational materials before we shall get even an

approximate answer to this problem. Neither in Germany nor in America have the Herbartians yet given even an approach to a satisfactory answer to this question. It is something, however, to have brought out the problem clearly, and to have set educators to work upon it.

3. Interest. The discussion of this term, also, lands us in the midst of confusion. Many of the best teachers will have none of it and many others just as good, will have nothing without it. It is probable that the two parties do not understand each other. One party claims that interest leads directly to will-development, the other, that it tends to destroy all genuine will. From the Herbartian standpoint interest is a vital necessity in good instruction. It emphasizes that phase of mental life known to all the psychologists as feeling and sensibility, which has been heretofore so miserably neglected, in instruction. Interest is closely identified with self-activity and belongs, therefore, to the inner-self, or personality of the child. Interest therefore may be called a sure test of the genuineness of mental activity; when the child has no interest in a study mental activity is a counterfeit—the spirit of the thing is not there.

4. How to reach concepts or general notions is the fundamental question in the psychology of method (using method in the

narrow sense). On the basis of a close study of psychological processes, Herbart and his disciples brought out a plan for the treatment of important topics in a study. This process of handling topics is known as the *Formal Steps* and is a process of working up through particulars to a general truth. Such an effort as this to formulate a psychological method of handling topics is certain to bring on a storm of criticism. It is decried as formalism, mechanism, as destructive of all originality in the teacher. But after all we are under obligations to find out and apply to instruction the laws of human thought. And it is perhaps, not too much to say that a few of these simple, fundamental laws are now understood and should be applied to the ordinary work of teaching; at any rate this is the problem which the Herbartians have again forced on the attention of teachers.

5. *The Culture Epochs.* This term also leads us into a labyrinth of conflicting opinions. Of all the notions suggested by the Herbartians this is, perhaps, the wildest. The notion is that the child's growth epitomizes the history of the race

and especially of the nation, or tribe. If any one were called upon to formulate the meaning of the term Culture Epochs, he would probably fail. It has not yet acquired a definite or scientific meaning. It is shifting and changing under discussion.

Proteus like, when seized by the investigator it assumes changing forms and puzzles the thinker. And yet underneath this idea lurks an educational truth of astounding value. It is wonderfully suggestive not only to the philosopher and psychologist, but to the teacher in the primary and intermediate grades. Before passing by the notion of the Culture Epochs as a vagary, caution would suggest that we consider from how many different standpoints this notion has been approached by the best thinkers. Scientists, philosophers, poets, educators, have given expression in various ways to this notion. In conclusion it may be said of the Herbartians that they are seeking to enrich the lives of children by enriching the course of study and by finding out and applying natural and rational methods of instruction.

HISTORICAL SONG.

TUNE — Marching thro' Georgia.

To-day we sing a merry song and tell you what we know
About the men who crossed the deep some hundred years ago,
Nor feared the dark Atlantic's waves, where stormy winds do blow,
While they were sailing so bravely.

Hurrah, hurrah, for heroes brave and true!
Hurrah, hurrah, for men who dared to do!
The work they did so nobly, boys, was done for me and you,
While they were sailing so bravely.

We sing to-day of mighty men who made the world free;
Of great Columbus seeking paths which none had sought but he.
He traveled west from sunny Spain to the isles of Carribee.
While he was sailing so bravely.—CHO.

Next comes the fearless John Cabot, Sebastian, too, his son,
Who sailed to snowy Labrador and mighty honors won.
From England's king he got £10 for work so nobly done
While he was sailing so bravely.

Ponce De Leon came along to find the fabled spring,
Whose waters would restore man's health and youth and beauty bring.
Of course he never found that fount, for earth has no such thing
While he was marching so bravely.—CHO.

Balboa was a buccaneer, but had a hero's brain;
He climbed the mountains, saw the sea stretched like a silvery plain;
He waded in and drew his sword, thus claiming it for Spain,
While he was wading so bravely.

When great DeSoto landed on the shores of Tampa Bay
Through fields and flood and forest wild, he journeyed day by day.
Till Mississippi's silvery stream first blocked the hero's way
While he was marching so bravely.

Sir Humphrey Gilbert next explored New England's rocky coast
But lost his ships and sailors too, when they were needed most,
Then lost his life near his own land, no sailor dares to boast
While he is sailing so bravely.

John Smith of Jamestown we must praise because he was a man.
He taught the loafers how to work by an ingenious plan
Who will not work he shall not eat, then all the bums began
Working the farm land so bravely.

And when our people struggled hard to win and keep the right
George Washington a gallant man commanded in the fight.
As days roll by his name and fame are ever growing bright
Because he commanded so bravely.

—L. E. GRENNAN, *Oxford, Ohio.*



THE OHIO EDUCATIONAL MONTHLY.

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O. T. CORSON, EDITOR.

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ASSOCIATE EDITOR.

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Educational Press Association of America.

PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
American Teacher.....	Boston, Mass.
American School Board Journal.....	.....
.....	Milwaukee, Wis.
Colorado School Journal.....	Denver, Colo.
Educational News.....	Newark, Del.
Educational Review.....	New York, N. Y.
Education.....	Boston, Mass.
Interstate Review.....	Danville, Ill.

PAPER.	POSTOFFICE.
Iowa Normal Monthly.....	Dubuque, Iowa.
Journal of Pedagogy.....	Binghamton, N. Y.
Kindergarten News.....	Springfield, Mass.
Midland Schools.....	Des Moines, Ia.
Michigan Moderator.....	Lansing, Mich.
New England Journal of Education.....	.....
.....	Boston, Mass.
Northwestern Journal of Education ...	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pacific Educational Journal.....	San Francisco, Cal.
Primary Education.....	Boston, Mass.
Popular Educator.....	Boston, Mass.
Public School Journal.....	Bloomington, Ill.
Pennsylvania School Journal.....	Lancaster, Pa.
Primary School.....	New York, N. Y.
School Review.....	Hamilton, N. Y.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Dallas, Texas.
Teachers' Institute.....	New York, N. Y.
Western School Journal.....	Topeka, Kansas.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

—This number closes the first year of the MONTHLY under the present management. It is left to the readers to determine whatever of condemnation or commendation may be merited, but from the standpoint of the editor we are happy to state that the year has been a reasonably successful one. If we have succeeded in pleasing the majority of our readers as well as the majority of them have succeeded in pleasing us, it has been a very pleasant one.

There have been a few little jars, and misunderstandings; a few subscribers have persisted in considering a notice of expiration of subscription as a "*dun*" to pay in advance, and therefore a reflection on their financial honor. Others have been offended because mistakes,

sometimes our fault, and sometimes their own, have occurred, but in the midst of it all there have been so many words of appreciation and encouragement, so many helpful suggestions, and such substantial support in every respect that we can say from the heart that we are profoundly grateful for the support we have received.

It would be very gratifying in this connection to be able to say that every subscriber had paid the amount due, but truthfulness will not permit such statement. More than two hundred teachers yet owe their subscriptions for the year ending with this number or *August*. Nearly all of these have already received two or three respectful notices calling their attention to the amount due, but have not replied in any way. To all such, bills will be sent, upon payment of which, their names will be taken from the books if they so desire.

The great majority of subscriptions expire either with *July* or *August*, and we are encouraged with the hope that all such will promptly renew, and that many new names will be added to the list. It is our custom to send notification of expiration of subscription to each subscriber with the last number due, and to take his name from the books, unless a renewal is received before mailing the next number, but on account of the fact that so many of our subscribers are away

from home during vacation, and for various reasons might not find it convenient to give the matter their immediate, personal attention, such notices will not be mailed with the *July* and *August* numbers. It would be a very great accommodation to us, however, if every subscriber who reads this article, and who knows that his subscription does expire with either *July* or *August*, would notify us at once of his intention to discontinue the paper, if for any reason he has made up his mind to do so. An agent for the *Monthly* will be in attendance at each county institute soliciting both renewals and new subscriptions, but persons who do not renew should send such notification direct to the editor.

THE OHIO EDUCATIONAL MONTHLY is the recognized organ of the State Teachers' Association, the Ohio Teachers' Reading Circle, the State Association of School Examiners, and the State Association of Township Superintendents. While we advise that all teachers read as many educational journals as they can read profitably, we do believe that the *Monthly* should have the preference with Ohio teachers. We do not, however, ask any one to subscribe for it for that reason alone, but it shall be our constant aim to furnish to the teachers of the state a truly helpful paper, and in that way merit a continuance of their cordial support.

THE POLITICIAN AND THE PUBLIC SCHOOL.

By far the most interesting and valuable of the series of public school articles yet published in the *Atlantic Monthly* is the one found in the June number by Supt. L. H. Jones of Cleveland on The Politician and the Public School.

In the opening sentences Mr. Jones makes use of the following vigorous language which is none too strong in its application to that class of persons who would use the public schools as a means of accomplishing their own selfish purposes:

The unscrupulous politician is the greatest enemy that we now have to contend with in public education. His highest conception of the public school is that its revenues offer him the opportunity of public plunder. Did he accomplish his end without other injury to the cause of education than the depletion of its revenues, he might be ranked merely with the common thief. However he does not confine his depredations to the financial side of the matter, but pushes his corrupting presence into the school itself. He commits the unpardonable sin when he interferes with the rightful tenure of office of the teacher, and seeks to make political reasons more effective than professional competency in securing and retaining teachers' positions.

He then proceeds to discuss in a very convincing manner the great necessity of selecting as teachers, persons of special ability, adaptation, and training, and of making

the tenure of office so safe and the conditions of promotion so certain as to secure positive recognition of superior scholarship and teaching ability. In order that these much desired conditions may be reached it is absolutely necessary that professionally trained superintendents shall have power to select, assign and promote teachers. A very interesting outline of the plans by means of which such conditions have practically been reached in Indianapolis and Cleveland follows, and the article which ought to be read by every superintendent, teacher, and member of board of education in the land, closes with the following very practical suggestions which apply to all communities with the same force as to the city of Cleveland:

In the mean time, the people of Cleveland must remember that good laws will not administer themselves. Eternal vigilance is as necessary in school affairs as in any other department of human activity. The people must elect to school offices only those persons who have in other important affairs proved themselves competent and trustworthy, because to these people are entrusted the dearest interests of childhood and the future prosperity and well-being of Cleveland.

THE BOXWELL GRADUATES.

The returns from all the counties are not yet in, but there is every indication that the number of graduates under the Boxwell Law is

larger this year than ever before, and that the people all over the state are becoming thoroughly aroused to the importance of more systematic work in the district schools.

We have had the pleasure of attending several township commencements, and the exercises have nearly always been of such a character as to reflect great credit upon both the teachers and pupils of the schools represented. In one township, in which the exercises were held in a grove, at least two thousand people attended, coming on foot, and in all sorts of conveyances from the sulky to large wagons drawn by twelve horses or, in one instance, three wagons hitched together and drawn by a large road engine. The deep interest in the education of their boys and girls shown by the parents who attended could very profitably be imitated by some of their city cousins.

On June 6, the Fairfield county commencement was held at the camp grounds near Lancaster, and although the weather was threatening, several thousand people were in attendance. After listening to very appropriate and interesting exercises by the boys and girls, each township being represented by two chosen at the township commencements, we had the opportunity of speaking to one of the most inspiring audiences ever assembled in Ohio, in the front of which sat the one hundred and sixty-nine boys

and girls who had passed the examination and were soon to receive their diplomas. We are not certain whether any county in the state can show a better record under the Boxwell Law for 1896 than Fairfield or not, but great credit is due the teachers, pupils, parents, and county examiners of that county for the excellent work done the past year.

It is to be hoped that the boards of education all over the state will make complete the work intended by this law by paying the tuition of these boys and girls in some good high school, but even if the tuition is not paid, the inspiration coming to both pupils and teachers on account of the more systematic and definite work undertaken and accomplished, and the friendly competition brought about in the township and county commencements, are in themselves of sufficient importance to enlist the cooperation of every one in carrying out the provisions of this excellent law.

At this point our attention is called to a letter from Clear Creek township, Warren county, from which we quote the following:

Owing to the large number of pupils, two sessions are necessary to accommodate all who are interested. *Where is there a township in the state that can say as much?* We have 26 graduates in the township, 25 of whom will speak in our commencements.

Warren county is the home of the Boxwell Law, and it is gratifying

to note that the interest in that county is still increasing.

It is our intention to publish in the Monthly at the earliest opportunity the number of graduates in each county, and it can then be determined definitely as to the banner county for 1896.

EDUCATIONAL OHIO.

It was our good fortune to attend the Southwestern Ohio Teachers' Association which met at Hamilton, April 18, and to visit some of the schools on the preceding day. The Association was numerously attended, and an earnest and wide-awake body of teachers listened patiently to the speeches that were made. W. H. Venable was there and electrified his audience as he always does when speaking of literature. The papers and discussions were confined to the topics of History and Literature. This was a new feature in Ohio. Supt. S. L. Rose, of Hamilton, and Prin. Chas. L. Loos, of Dayton, made distinct contributions to the value of the meeting.

Ohio is our native state in which we taught in district and graded schools for some years before "moving on" with the star of empire. But the conviction still lingers that for some reason this great state is not "in it" when a close, critical as well as comprehensive study of education by a very large class of the teachers is considered. There are individuals who are walking with their heads among the stars, but there is not that hospitality among the great body of teachers to the preaching of the educational prophets that gives assurance of open mindedness. Prophets preach

many unpriestly things, it is true. They would not be prophets else. But the educational priesthood needs to listen to them. They may not always be sound in their logic but they are apt to have valuable insights.

We understand that the Ohio State University is to support a department of education hereafter. Ohio has needed for long the influence that comes from centers of educational study like this.—*Editorial Department, Public School Journal for June, 1896.*

We hardly know how to take Bro. Brown. He starts out by complimenting the Buckeyes, first admitting that it was a "good fortune" even to meet with them in one of their associations; next complimenting the teachers for having an Association "numerously attended," and for "listening patiently to the speeches." He then proceeds to tell how one of their own number "electrified" the audience, and then named two Ohio boys who "made distinct contributions to the value of the meeting."

Gradually the tone of the article begins to change, and we almost wish that the light had gone out before we read the remainder.

There is something peculiar in the fact that it is only when he comes to relate his experiences in Ohio, that he reaches the "conviction," which "still lingers," that we are not "in it" educationally. Can it be that this "conviction" is the result of his knowledge that for the past two years the teachers of Ohio

have been reading very extensively some of the most prominent publications of the Public School Publishing Company? If so we beg of him not to be unduly alarmed. Some of our friends in Ohio "who are walking with their heads among the stars" have been kindly pointing out to us the dangers of too much *Herbartianism* and we are at present on reasonably safe ground, and we can assure our good brother if he will only meet with us more frequently in our "numerously attended" associations, and become "electrified" with our educational atmosphere, he will conclude that the teachers of Ohio are full of "hospitality" to orthodox teaching from prophets who are authorized to speak the gospel of truth, and that Ohio is educationally "in it" so far as any real progress is concerned.

THE NEW SCHOOL BOOK LAW.

On April 22, the legislature passed a school book law which is in all its essential features a re-enactment of the law of 1891.

Section three of this law makes it the duty of the school commissioner in the first half of the month of June 1896, and of each year thereafter, to furnish to each board of education in the state the names and addresses of all publishers who shall have, within the year ending on the first day of June in each year, filed in his office a copy of each book to be offered for adoption and sale in the state, and accepted the maximum

price fixed at not to exceed seventy-five per cent of the lowest wholesale price.

In carrying out this provision the office has had to complete in a very short time one of the most difficult tasks ever connected with it. Nearly 2000 books were filed by thirty-nine different publishing firms, thirty-eight of which accepted the maximum price as computed in accordance with the law. On June 15 a circular letter of information was mailed to 2300 boards of education giving the names and addresses of the publishers to each one of which a duplicate copy of the maximum price list had been sent.

Any person desiring this maximum price list as fixed for Ohio should write the publishers. The following are the firms which have complied with the law:

Ainsworth & Co.....	Chicago, Ill.
Allyn & Bacon.....	Boston, Mass.
American Book Co.....	Cincinnati, O.
Central School Supply House,	Chicago, Ill.
The John Church Co.	Cincinnati, O.
The Creamer Pub. Co.....	Washington C. H., O.
Eldredge & Brother....	Philadelphia, Pa.
H. W. Ellsworth.....	New York, N. Y.
Ginn & Co.....	Columbus, O.
S. C. Griggs & Co.....	Chicago, Ill.
Harper & Brothers.....	New York, N. Y.
D. C. Heath & Co.....	Chicago, Ill.
Houghton, Mifflin & Co...	Boston, Mass.
Frank V. Irish.....	Columbus, O.
The Laning Printing Co. ...	Norwalk, O.
Leach, Shewell & Sanborn.	Boston, Mass.
Lee & Shepard.....	Boston, Mass.
J. B. Lippincott Co.....	Philadelphia, Pa.
A. Lovell & Co.....	New York, N. Y.

J. D. Luse. Columbus, O.
 Macmillan & Co. New York, N. Y.
 Maynard, Merrill & Co. New York, N. Y.
 The Morse Co. New York, N. Y.
 John E. Potter & Co. . . . Philadelphia, Pa.
 Potter & Putnam. New York, N. Y.
 The Practical Text Book Co. Cleveland, O.
 The Prang Educational Co. Chicago, Ill.
 Rand, McNally & Co. . . . Chicago, Ill.
 Scott, Foresman & Co. . . Chicago, Ill.
 Sheldon & Co. New York, N. Y.
 Silver, Burdett & Co. . . . Boston, Mass.
 C. W. Slocum. Columbus, O.
 A. H. Smythe. Columbus, O.
 Christopher Sower Co. Philadelphia, Pa.
 Thompson, Brown & Co. . Boston, Mass.
 L. S. Wells Delaware, O.
 Werner School Book Co. . . Chicago, Ill.
 W. G. Williams. Delaware, O.

ALEXANDER HAMILTON MCGUFFEY.

By the recent death of Alexander Hamilton McGuffey, Cincinnati has lost one of her staunchest citizens, whose cultivated mind and stalwart character were ornaments to the city in which he spent the greater part of a long and useful life. Only those who had the privilege of more or less intimate acquaintance with Mr. McGuffey know what a rare capacity for warm and disinterested friendship existed beneath the surface of this seemingly austere man. His great stature and upright carriage, even when the weight of years pressed heavily upon him, gave him a majestic dignity that marked him among men, and many who knew him only by name will miss his stately presence from even the busy region of Fountain Square.

Mr. McGuffey was born in north-eastern Ohio, near the border of

Pennsylvania, August 13, 1816. His parents, of Scotch extraction, as the name indicates, were cultured and refined people. The result of the intellectual atmosphere of the McGuffey home was first seen in the career of Alexander's elder brother, the Rev. William H. McGuffey, who, in 1835, was the President of Miami University, and afterwards became the Professor of Philosophy in the University of Virginia. It was this brother who assumed charge of Alexander McGuffey's education, when Alexander was but nine years of age. His naturally brilliant powers developed rapidly under his brother's guidance, and at the early age of sixteen, he was graduated from Miami. Within a few years, and while still remarkably young for the position, he was called to the chair of Ancient Languages in Woodward College. This call brought him to Cincinnati, where he resided until his death, June 6, 1896. He soon became, and remained for life, a member of the Episcopal Church.

In these early days, teaching offered neither the prospect of rapid advancement nor the opportunity of gaining even a moderately large income, so that it is not surprising that Mr. McGuffey abandoned his position in the Woodward College for the ampler field of the law. He was scarcely twenty-one years of age when he was admitted to practice, and began his career of almost sixty years as a useful and honored

member of the Cincinnati bar. The Hon. J. D. Cox, in the Memorial read before the Trustees of the Cincinnati College says of Mr. McGuffey as a lawyer, "His tastes led him to seek the quieter walks of business, and the greater part of his life was spent in chamber practice as a counselor, especially in the management of trusts and the settlement of estates. He was methodical and extremely accurate, conducting business with systematic thoroughness. In arguments he was logical and keen rather than oratorical, and took pleasure in the analysis of strictly legal questions rather than in appeals to a jury."

Mr. McGuffey's life is of special interest to the teachers of Ohio through his connection with the famous series of McGuffey Readers and with the McGuffey Speller. This truly great series of text-books of elementary English study was planned by the pioneer publisher, Winthrop B. Smith, but was compiled by President William H. McGuffey of Miami and Alexander H. McGuffey of Cincinnati. The Fifth Reader, which displays the results of a remarkably fine taste in English literature, was entirely Alexander's work. Nor is this work the only evidence of Mr. McGuffey's wide acquaintance with the masterpieces of classic English and of his wonderful memory for the pearls of English thought, for his conversation was ever adorned by ready quotation of the humorous, the pa-

thetic and the poetically beautiful passages of the English masters. This usually reserved man would glow with enthusiasm as he drew from the store house of his memory the burning words of some author to most men a mere name. It should be added in this connection that the Speller was compiled by him unassisted.

As serving his city in a public capacity, Mr. McGuffey will chiefly be remembered for his long connection with the Cincinnati College. A charter was granted to this pioneer institution of higher learning in Cincinnati about the year 1819. From its start Dr. Daniel Drake was president and did all that a man of energy and culture could do to make it the foundation of a great college. An admirable faculty was gathered to the support of the college, but the fact was soon discovered that students' fees alone are inadequate to keep in healthy life a college in the true sense of the term. Misfortune added its destroying hand to the already precarious condition of the college. Fire twice gutted the building, and the Trustees, disheartened by its debts, gave the building (all that was left of the college) into the hands of the mortgagors. It was under these circumstances that Mr. McGuffey became, in 1845, the Secretary and Treasurer of the College Trustees. He immediately began a heroic attempt to redeem the property and save the still existing Law Depart-

ment to the otherwise defunct college. Doubtless the fact that he had married the daughter of Dr. Drake gave a certain personal interest to an effort which, even without this incentive, attracted Mr. McGuffey's self-sacrificing zeal.

After managing the property for several years, as similar property has seldom been managed in Cincinnati or in any other city, Mr. McGuffey was able to hand back the building, freed from incumbrance, to the College Trustees. Until his death he continued to direct the affairs of this well known Cincinnati landmark and, by renting the spacious hall at reasonable rates for lectures, made it, so far as might be, of educational value to the city. When, two years ago, an attempt was made, through legislative enactment, to take the property from its Trustees, the books, put in evidence, showed that Mr. McGuffey had received no other remuneration for his services than the most modest fees for collecting rents.

When the Cincinnati Art School was being planned, Mr. McGuffey's prompt offer of accommodations in the Cincinnati College building was of no small help to the project. Indeed, every unbiased fellow citizen recognized in Mr. McGuffey a disinterested friend of higher education. Among the institutions, unconnected with the Cincinnati College that sought his services were the McMicken University and the Miami Medical College. He was

President of the Board of Trustees of the Medical College for many years and was a Director of the University as long as he cared to retain the position.

Mr. McGuffey was twice married, first to Elizabeth M. Drake, daughter of Dr. Daniel Drake, and, after the death of his wife, to Caroline V. Rich of Boston. By his first union, he had a large family, members of which are honorably known in Cincinnati and elsewhere. Mrs. McGuffey and three of her children survive him.

Alexander Hamilton McGuffey was a man of patriarchal mould—the kind of man whom it is good for a city and for a state to number among her citizens. His sterling honesty, his untiring energy and his unswerving pursuit of higher things through a long life form an example for the young men of city and state that will not be disregarded.

J. REMSEN BISHOP.

PUT-IN-BAY AND BUFFALO.

The outlook for a large attendance of teachers at both the State and National meetings is excellent, and a pleasant and profitable time awaits all who will attend. The bulletin of the State Association was, for several reasons beyond the control of the committee, delayed until rather a late date, but it has no doubt reached all sections of the state by this time. Nine thousand copies were sent out from the school commissioner's office alone, going

to every place named in the report in sufficient number to supply each teacher with a copy, and each newspaper in the state was also supplied.

The remarkably low R. R. and Hotel rates ought to insure a very large attendance at Put-in-Bay, and the location of the N. E. A. being at Buffalo, Ohio teachers have the opportunity of a life time to see this great meeting and at the same time visit at a very small expense, Niagara Falls and many other places of interest.

State Manager Bonebrake informs us that everything is in readiness for the "Buckeyes" at Buffalo, and that Ohio is expected to be the banner state. Many pleasant, cheap, side trips have been planned, and every teacher who can possibly attend, should do so.

Again we want to urge upon every one who attends the State Association that it is a duty to pay the annual membership fee. The *August Monthly* which will be issued just as soon as possible after the meeting will contain all the proceedings, papers etc., and will be sent free to each member.

"HIGH SCHOOL DAY" AT O. S. U.

While the statutes of Ohio do not clearly and distinctly recognize and create a state *system* of education, such as exists in most of the western states, the separate acts show clearly enough the trend of public sentiment on this point, and reflect the thought of the lawgivers. The

Ordinance of 1787 demanded the encouragement of schools and the means of education. The Constitution of 1802 made these the schools of the whole people, by expressly prohibiting any discrimination because of poverty of the pupils. The Constitution of 1851 compelled the General Assembly to make provision for good schools throughout the state. The Legislature of 1870 established the State Agricultural and Mechanical College. The Legislature of 1878 found it well to enlarge this to the State University. In order that there might be good and public secondary education, including preparatory work, the Legislature authorized the establishment of the city high schools, and granted the same privilege to the districts of the country. Then came the Boxwell law, to provide high school education for those who might still be without this opportunity. It is clearly the drift of the times toward a unifying and intensifying of all our school work by these provisions. We are yearly coming by a process of development and evolution to a closely organized system.

It was very natural and proper, therefore, for the State University to recognize all this, and to make that recognition public and emphatic by an invitation to all the high schools of the state to assemble on the University campus and spend one day in examining what

the state stands ready to do for those who desire to carry their work further than the high schools, and at public expense. Friday, May 22, was selected: and a general invitation was sent out to the state, and special invitations to the four hundred high schools with which the University has kept helpful touch this winter by means of reports, correspondence, and visitation. The response was exceedingly gratifying. The day was fine, the railroads granted special rates as a recognition of the place and value of this state institution, and everything material and natural seemed to unite in making the movement a great success. Kenton was first on the campus, a little after seven: with fifty in the party—and after that, and until the great Toledo delegation of more than three hundred reached the grounds, every car from the city was crowded. There were cadets in uniform at the depot to greet the incomers, there were cadets and students at the entrances to double the greeting, and there were instructors and students in all buildings and all over the grounds all day, making everyone feel as much at home as possible, and strengthening the feeling with the guests that this was peculiarly *their* University; established by the public for the sake of the public.

The morning was given to first greetings and first impressions—with time spent in the library, the

museums, the drawing rooms, and upon the campus. At noon the bugles of the Cadet Battalion sounded the "mess call," and all assembled on the slopes near the famous spring. In spite of the cautions in the circulars accompanying the invitations, many had neglected to bring their luncheons, and the caterer provided by the University was soon sold out of house and home. However, the telephone brought an ample supply of sandwiches from the city, and none went hungry. At one there was dress parade by the Battalion, which was greatly enjoyed by those present. Then came the laboratories in full operation, the shops with their busy student workers, the visits to the lecture-rooms and the rooms of the Literary societies, rambles to the farm, the Observatory and its contents, the work in ceramics, and all the latest and best that the University could express. When the time came for return to the special trains, there were many expressions of regret; and many took advantage of the provisions of the tickets, and remained over till Saturday.

There were more than two thousand high school people on the grounds during the day. Nearly as many more adults came to the city, many of whom visited the University on Saturday. The entire affair was a great success. Hundreds of students received their first impressions of what a University really is.

"High School Day" will be fixed in the University calendar of "Days and Dates" for all future years.

FIELD NOTES.

—The Eleventh Annual Meeting of the Western Association of Writers, will be held at Winona Park, Warsaw, Ind., June 29 and 30 and July 1, 2 and 3, 1896. A large gathering of literary men and women is promised. Among the prominent names on the program we notice the following from Ohio: Mr. and Mrs. John James Piatt, Coates Kinney, John Uri Lloyd, author of "Etidorhpa," Dr. John M. Crawford translator of the "Kalevala," Warren K. Morehead, Prof. R. Ellsworth Call, Lawrence Mendenhall and Mrs. Elizabeth Cherry Haire. Other distinguished names are Mrs. Mary H. Catherwood, Dr. Jno. Clarke Ridpath, Dr. David Starr Jordan, Hon. Will Cumback, and Hon. J. G. Bourinot Sec. of the Royal Society of Canada. The President of the Association is our friend and contributor Dr. W. H. Venable who will deliver an address on the "Literary Outlook in the Ohio Valley."

—The second session of the Cincinnati Summer School commenced on Monday, June 29 with a large attendance. The school is conducted in the rooms of the Cincinnati Technical School in Music Hall. The departments of instruction are as follows: University De-

partment, Normal Department, High School Department, Intermediate and District Department, Commercial Department and Kindergarten Normal Department. Special courses are also offered in Elementary Law, Music, Drawing, Elocution and Spanish.

Mr. W. C. Washburne is the principal of the school, and he is assisted by Bryant Venable, B. L., Louis E. Bogen, C. E. and Louise Spilman, B. A., of the University of Cincinnati, and W. H. Getz and E. M. Getz. The special courses are conducted by Alfred Knight, Jos. Surdo, Dudley C. Outcalt, Emil W. Bayer, and T. L. Feeney.

—Supt. Fraunfelter has been re-elected at Akron. Salary \$3,000.

—Supt. A. W. Lewis of Galion has resigned his position to enter upon the practice of law, and I. C. Guinther, principal of the high school in that city has been elected to succeed him.

In commenting upon the work of Supt. Lewis one who has been very closely associated with him for several years says:

Few men accomplish more than Mr. Lewis or are accorded more confidence and respect in a community. He has always lived here and after graduating from the High School in 1872 he entered the B Grammar School as teacher, from which he was promoted from one position to another until he reached the highest to be obtained in the schools. As Supt. he has served eight years with remarkable suc-

cess, and now leaves the work with the schools being in a most excellent and flourishing condition. The best wishes of the whole community are extended to Mr. Lewis for success in his new profession.

The editor joins most heartily in "the best wishes."

—Supt. C. L. Brumbaugh of Greenville has been reelected, and his salary increased \$100.

—We are under obligations to Dr. John McBurney of Muskingum College, New Concord, Ohio, for the fifty-ninth annual catalogue of that institution. The senior class of the present year numbers twenty-two.

—Supt. C. S. Wheaton of Athens has been reelected for another year.

—Dr. J. J. Burns has been elected to the superintendency of the Defiance public schools.

—The following indicates that Minneapolis is in earnest in her efforts to secure the meeting of the N. E. A. in 1897:

To the National Educational Association:

The following resolution was unanimously adopted at a meeting of the Board of Education of the City of Minneapolis, Minn., held February 11, 1896.

WHEREAS, at the last meeting of the Minnesota Educational Association, steps were taken toward securing for the State of Minnesota the 1897 meeting of the National Educational Association, and a

Committee was appointed for that purpose;

Resolved, That the Board of Education of the City of Minneapolis hereby tenders a cordial invitation to the National Educational Association to hold its 1897 meeting in Minneapolis, assuring its members of a hearty welcome from the School Authorities and Teachers, as well as from the citizens generally, and pledging itself to make every necessary provision for the entertainment of those who may attend.

M. FALK GJERTSEN, *Pres.*

JOS. H. ROLFE, *Sec'y.*

A cordial invitation is also extended by Governor Clough of Minnesota, the Mayor of Minneapolis, the Board of Trade, and several other organizations.

The editor is not authorized to speak for Ohio, but individually he is decidedly in favor of Minneapolis.

—The *Andover Citizen* speaks in glowing terms of the "School Fair" recently held in that town.

Supt Clark gives the following account of its general plan and management:

In accordance with plans made at the beginning of our school year we have just held what we call a School Fair. Suggestions made by Dr. Canfield in an article in the March number of the O. E. M. were of value to us. Our fair was such a success, that I thought perhaps some of your readers might be interested in a short description of it.

It was our plan to preserve as far as possible the school work of the pupils for the year, such as written lessons, examinations, maps, drawings, charts, etc. These, the pupils

took great care in arranging, doing their best in preparing the work, and making papers, maps, drawings and the like attractive by tying with ribbons, usually class colors.

In addition to all this, and what I consider a most valuable addition, was an exhibition of their handicraft. This was work done at home nights, mornings and vacations during school year.

This year no premiums were offered other than visitors were provided with a ticket, which read, "Before leaving the building please vote for the grade which in your judgment has made the best exhibit." This caused a strife for the honor of having the highest vote. We are delighted with the experiment. Our pupils go into next year's work full of enthusiasm. Our teachers will take up their work with a better understanding of the ability and trend of mind of pupils under their direction.

The school fair is one of the best incentives for good, thorough work ever employed.

—W. L. Fulton of Logansport, Ind., has been elected superintendent of schools at Clyde, O.

—Supt. I. W. Stahl of Rockford has been reelected at an increased salary.

—Supt. Henry Whitworth of Bellefontaine, after serving for fourteen years, has been unanimously reelected for another term of two years.

—The Hamilton county teachers' association met in Cincinnati, June 6. Prof. J. L. Shearer gave an illustrated lecture on "South

Africa," and Dr. T. V. Fitzpatrick discussed "Hypnotism."

—The *Rocky Mountain News* publishes quite an extended interview with President Alston Ellis of the State Agricultural College of Colorado on "High School Courses." From the many very sensible and practical statements contained in this interview, we reprint the following:

The truth is that the high schools are very much overloaded. The attempt is being made by superintendents to approximate the university course of study in the high schools. Of course, the attempt is largely a failure, but year after year the strain is kept up and I, for one, am going to do what I can to call attention to the overloading in the high schools.

At a recent meeting of the Colorado State Board of Agriculture, Dr. Ellis was reelected president of the College at a salary of \$6,000 a year.

—E. K. Barnes of Belpre has been reelected at an increased salary.

—Supt. W. J. White of Dayton has been reelected for another year. Malcolm Booth, principal of the Steele High School has also been reelected and salary increased from \$2,500 to \$3,000.

—Supt. G. W. Brumbaugh of Jamton has been elected principal of the Seventh District, Dayton, at a salary of \$1,100.

—Supt. G. B. Bolenbaugh has been reelected at New Richmond.

—Supt. H. E. Axline of Hilliards, has also been elected superintendent of the Norwich township, Franklin county, schools. He will devote two days each month to the work.

—Supt. E. J. Shives of Sandusky has been reelected.

—F. S. Alley has resigned his position as superintendent of the Ripley schools to accept the superintendency at Dayton, Kentucky.

R. B. Smith of Washington C. H. succeeds him as Supt. at Ripley.

--W. F. Trump has served as Supt. of the Tusculum, Ala., schools for four years, and has been reelected for three years more. He is spending his vacation at Darrtown, O.

—Supt H. H. Cully of Glenville has been unanimously reelected and his salary increased from \$1000 to \$1200.

—Supt. H. B. Williams of Cambridge has been unanimously reelected for another year.

—Supt. E. A. Jones has just completed a quarter of a century of service in the Massillon schools and has been unanimously reelected for his twenty-sixth year.

—Mrs. J. A. Hunter has been unanimously reelected as teacher of the Gibson township, Mercer county, High School.

—W. F. Gilmore has been elected Supt. of the Lena and Conover High School.

—Supt. John A. McDowell of Millersburg has been nominated for Congress by the Democrats of the seventeenth district. The *Wooster Jacksonian* of June 18 contained the following sketch of the candidate:

John A. McDowell was born in Killbuck, Holmes county, Sept. 25, 1853. His early life was spent on a farm. He attended country school and at the age of 17 was granted a certificate to teach. Determined to gain an education he attended Lebanon Academy and later Millersburg high school. For three consecutive years he taught or went to school forty-eight weeks out of the year. In 1874 he entered Mt. Union College at Alliance and graduated in 1877. The following fall he was selected as principal of the Millersburg high school, and in 1879 was promoted to the superintendency. This position he has since held. Mr. McDowell is known as an able and interesting institute lecturer, and has been county teachers' examiner in Holmes for six years. He is a prominent member of the Methodist church at his home, and a member of Wooster Commandery, Knights Templars.

—The Second Year Book of the National Herbart Society to be discussed at the Buffalo meeting at 3 P. M. July 8 and 10, has just reached us. The following table of contents shows the value of the book, and, no doubt, the discussions will be very interesting:

1. Isolation and Unification as Bases of Courses of Study.....Emerson E. White
2. A Reply to Dr. White's Paper..... Charles A. McMurry
3. Dr. White's Reply..... Emerson E. White
4. A Point of Difference Between Race and Individual Development..... Herman T. Lukens
5. Culture Epochs.....Levi Seeley
6. Notes on the Theory of "Culture Epochs".....Elmer E. Brown
7. Interpretation of the Culture Epoch Theory.....John Dewey
8. The Culture Epochs...Charles A. McMurry
9. A Critical View of the Culture Epoch Theory.....Louis H. Galbreath
10. The Colossal-Man Theory of Education, B. A. Hinsdale
11. The Culture Epochs David Feimley
12. In Reply to Some Comments on the Culture Epoch Theory.....C. C. Van Liew
13. Present Status of the Doctrine of Interest..... Charles DeGarmo
14. Literature in the High School..... J. Rose Colby

List of Books.

Plan and Purpose of the National Herbart Society.

—To any "Buckeye Cyclers" who may attend the N. E. A. the following may be of interest:

There are nearly two hundred miles of asphalt pavement within the city of Buffalo. The city fathers have been especially indulgent to cyclers. The same privileges are allowed the wheel as to vehicles of any kind. In the busy sections, the law permits a speed of eight miles an hour; in the parks and uptown districts, where the traffic is lighter, twelve miles is allowed. To a stranger the sight of men in uniform standing at certain corners always just ready to mount a wheel, might arouse curiosity. These are policemen waiting for the "scorchers" who have

been seized with the wild ambition of getting down town in the shortest time possible. They are soon overtaken and brought to justice, often in "wild west" fashion by means of the lasso.

BOOKS AND MAGAZINES.

Houghton, Mifflin & Co., Boston, Mass.

Tennyson's "Coming of Arthur, and Other Idylls of the King," volume 8 of Rolfe's Students' Series.

Price 75 cents; to teachers 53 cents.

The *Atlantic Monthly* for July contains many valuable articles one of the most interesting of which is by Prof. John Fiske on "The Century's Progress in Science."

Mr. Marion Crawford's third paper on Rome, dealing with St. Peter's is one of the many interesting articles to be found in the *July Century*.

Owney's Trip Around the World by Charles Frederick Holder will delight all the readers of *St. Nicholas for July*.

Harper's Magazine for July will be strong in fiction. It will contain the opening chapters of "Two Mormons from Muddlety," a three-part novelette, by Langdon, Elwyn Mitchell.

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ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

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No. 8.

FORTY-NINTH ANNUAL MEETING

OF THE

OHIO STATE TEACHERS' ASSOCIATION, AT PUT-IN-BAY, OHIO,
JULY 1, 2 AND 3, 1896.

DEPARTMENT OF SUPERINTENDENCE.

The Superintendents' Section of the Ohio State Teachers' Association met in the Assembly Room of the Hotel Victory, Wednesday, July 1, 1896, at 9:30 A. M.

The devotional exercises were conducted by President Thompson, of Miami University. Superintendent L. D. Bonebrake of Mt. Vernon, the President, was introduced and delivered an excellent inaugural address, the subject being "Some Recent Evidences of Educational Progress in Ohio."

Superintendent F. B. Dyer of Madisonville, Ohio, ably discussed for fifteen minutes "The Superintendent in his relation to his Board." Superintendent E. A. Jones likewise discussed "The Superintendent in his relation to his Teachers." Superintendent J. D. Simkins of St. Marys in the same manner discussed "The Superintendent in his relation to his Pupils."

Superintendent H. L. Frank of Fostoria being absent, Dr. Bennett of Piqua was selected to discuss "The

Superintendent in his relation to his Community." Dr. Bennett responded. These subjects were still vigorously discussed by Commissioner Corson, Superintendent C. L. Van Cleve of Troy, Dr. Purinton of Dennison University, Superintendent Zeller of Findlay, Superintendent Roller of Niles, Principal Coy of Cincinnati, Professor J. F. Lukens of Lebanon, Superintendent Shawan of Columbus and Superintendent Cox of Xenia.

The President appointed the following committee on resolutions: Superintendent Zeller of Findlay, Superintendent Dyer of Madisonville, Superintendent Cox of Xenia, Principal Coy of Cincinnati, Commissioner Corson of Columbus. The Association then adjourned for dinner.

AFTERNOON SESSION.

The Association re-assembled at 2 o'clock. While the members were assembling, Superintendent Parker of Elyria, Superintendent Vance of Ur-

bana and Superintendent Powell of Marion further discussed the inaugural address.

The following committee on nominations of officers for the next year was appointed: Superintendents Fay of Wyoming, Bennett of Piqua and Ross of Fremont.

The subject "Are not the Colleges demanding too much of our High Schools" was ably, earnestly and beneficially discussed; the affirmative was led by Superintendent Shives of Sandusky and the negative by President Simpson of Marietta College. After a discussion of two hours in which time many able speeches were made by various persons more numerous than we can here enumerate, the debate was closed by President Simpson. The Association then recessed until 7:30 P. M.

At the evening session President Purinton gave an interesting and instructive lecture on "College Ethics." The Glee Club of the Tiffin High School was introduced and gave the association some excellent music. "Public School Libraries; Their Content, Operation and Usefulness" was discussed by Principal J. R. Bishop of Walnut Hills High School.

The committee on nominations reported as follows: President—J. W. MacKinnon of London. Secretary—E. W. Wilkinson of Cincinnati. The committee on resolutions was instructed to report to the General Association and the Superintendents' Section adjourned.

L. D. BONEBRAKE, *President*.

J. W. JONES, *Secretary*.

THURSDAY MORNING.

MINUTES OF THE GENERAL ASSOCIATION.

Put-in-Bay, O., July 2, 1896.

At 9:45 the retiring President, J. F. Lukens called the Association to order and announced a selection by the Tiffin

High School Glee Club; after the rendering of which Rev. Dr. Purinton of Dennison University made an opening prayer.

Superintendent F. Treudley of Youngstown, was introduced and delivered the inaugural address upon assuming the presidency; subject "The Future of Education in Ohio."

The subject of "Herbartianism" was to have been discussed "Pro" by Professor T. D. Duvall of Ohio Wesleyan University, but Professor Duvall being ill was not present and his paper though on the way, had not arrived. Superintendent A. B. Johnson then discussed the subject "Contra." General discussion followed participated in by J. W. Zeller, Warren Darst, C. L. Loos, Margaret Sutherland, B. B. Hall, J. W. Bashford and A. B. Johnson.

The President announced committees as follows:—On nominations, E. A. Jones, Massillon, W. J. White, Dayton, J. J. Burns, Defiance, A. B. Johnson, Avondale, J. F. Lukens, Lebanon, H. M. Parker, Elyria, G. A. Carnahan, Cincinnati; on resolutions, John Baxter, Mt. Vernon, Miss Clara Tagg, Cleveland, H. A. Stokes, Granville, W. T. Bushman, Van Wert, Miss Law, Toledo.

On motion of Mrs. Delia L. Williams a committee was appointed to make arrangements for a semi-centennial celebration at next year's meeting of the association. The chair announced as such committee: Chairman, Mrs. Delia L. Williams, Henry Whitworth, Bellefontaine, J. C. Hartzler, Newark, H. C. Muckley, Cleveland, J. P. Cummins, Cincinnati.

A Symposium on the question "Does the Public School Give a Reasonable Mastery of the Subjects Studied?" was opened by a paper by Superintendent H. B. Williams, Cambridge, answering the question as to Arithmetic; Superintendent J. W. Zeller of Findlay, dis-

cussed the question as connected with Language; Superintendent Morris Henson of McArthur, History; E. L. Mosely of Sandusky, Science; and Superintendent A. F. Waters of Higgsport, Reading and Spelling.

On motion of E. B. Cox it was ordered that a standing committee of five on Relations of High Schools and Colleges be appointed and the matter was referred to the committee on nominations.

THURSDAY EVENING.

Thursday evening was the time set for the hearing of the annual address for which President Canfield was announced. He having failed to appear a change of program was made. Miss Sassen of Hendersonville, Kentucky, was given an opportunity to be heard upon the subject "Mothers' Day," a plea for the setting aside of a day for inviting mothers especially to visit the schools.

Telegraphic greetings were read from West Virginia Teachers' Association, Washington Teachers' Association and the Ohio German Teachers' Association, and suitable answers were ordered to be sent. A telegram expressing the regard of the association for him was ordered sent to Reuben McMillan.

Commissioner O. T. Corson was requested to address the association upon the subject of school legislation and complied, pointing out certain needs in that direction.

On motion of W. McK. Vance the following resolution was adopted:

In view of the fact that the Committee on Legislation as now constituted is comprised wholly of city superintendents

Resolved, That the committee on nominations be instructed to add to the Committee on Legislation six names of men who shall be representatives of the district schools.

"Formal Examinations or Tests, Which?" was discussed by Superintendent W. H. Morgan of Cincinnati, in favor of retaining the examination and by Superintendent J. A. Shawan of Columbus on the opposite side. The association then heard some singing by an improvised male quartet organized by A. J. Gantvoort. After which Alexander Forbes recited some selections from Burns.

FRIDAY MORNING, July 3.

President Treudley called the association to order at 9 o'clock and invited Mrs. Williams, president of the Board of Control of the Ohio Teachers' Reading Circle, to the chair. O. T. Corson retiring secretary-treasurer of the Reading Circle made a report and introduced J. J. Burns the new secretary. Mr. Burns, C. C. Miller and Mrs. Williams made remarks.

The Treasurer's report was made and adopted. The report of the committee on semi-centennial celebration was read.

Report of Committee on Nominations:

President: M. E. Hard, Salem.

Vice-Presidents: W. D. Lash, Zanesville; Miss Ida M. Windate, St. Marys; T. C. Flanagan, Pomeroy; Miss Bertha Ruess, Mansfield; W. T. Bushman, Van Wert.

Secretary: E. L. Brewster, Dayton.

Treasurer: J. A. Shawan, Columbus.

Executive Committee: J. E. Morris, Alliance; Arthur Powell, Marion.

Board of Control — Reading Circle: Miss Margaret Sutherland, Columbus; Charles Hauptert, Wooster.

On Condition of Education: F. B. Dyer, Madisonville; H. B. Williams, Cambridge.

On Publication: Dr. Samuel Findley, Akron; R. W. Mitchell, Celina.

On Legislation: F. C. Treudley,

Youngstown; W. H. Morgan, Cincinnati.

Additional Members: C. L. Dickey, Worthington, 1899; S. O. Hale, Bellbrook, 1899; W. E. Kershner, Mendon, 1898; C. W. Gayman, St. Paul, 1898; Martin A. Tuttle, Painesville, 1897; W. H. Hughes, Cheviot, 1897.

On Necrology: Professor J. H. Chamberlin, Marietta; E. F. Moulton, Cleveland.

On the Relation of the High School to the College: E. B. Cox, Xenia, 1899; E. W. Coy, Cincinnati, 1899; E. P. Harris, Cleveland, 1898; Abram Brown, Columbus, 1898; J. H. Snyder, Tiffin, 1897; George T. Jewett, Youngstown, 1897.

The report was adopted.

The report of the committee on necrology was read by the secretary. It consisted of a memorial paper on the life and services of C. B. Ruggles. On motion the report was ordered printed in the proceedings.

The Report of the Committee on Resolutions:

1. *Resolved*, That the thanks of the Association are due the Executive Committee, the Officers, and those who have taken part in the program, for the several functions they have so ably performed.

2. *Resolved*, That it is the sentiment of the Association that the Committee on Condition of Education, and the Committee on Legislation, should meet annually and report to the Association the results of their deliberations.

3. WHEREAS, The present method of conducting school elections on party tickets may have a tendency to introduce politics into school affairs; be it

Resolved, That our Committee on Legislation be requested to take such steps as may be necessary to remove this objectionable feature of the Australian Ballot Law.

4. *Resolved*, That it is the sense of this Association that the County Examinations should be held on the first Saturday of the month, so as not to conflict with the various County and District Teachers' Associations.

5. *Resolved*, That the Association is especially gratified by the attitude of the Hocking Valley, Sandusky Short Line, and the Toledo and Ohio Central Railroad Companies in making such favorable rates, limitations of time for the tickets, and in carrying out so satisfactorily their agreement with the Executive Committee.

6. *Resolved*, That the Ohio State Teachers' Association endorse the "Mothers' Day" movement, and recommend it to the consideration of the Teachers of the State.

7. *Resolved*, That the Association recommend the purchase of the books of the Ohio Pupils' Reading Circle by each Board of Education.

Respectfully submitted,

W. T. BUSHMAN,

Chairman Com. on Resolutions.

Report of Committee on Semi-centennial celebration:

It is recommended that:

1. The Executive Committee be requested to provide for a celebration of the Semi-centennial of our Association.

2. That a half-day be set aside for this celebration.

3. That a committee of one be appointed by the chair, and that it shall be the duty of this committee to ascertain the whereabouts of all persons now living whose membership began during the early years of the Association. Said committee shall correspond with and send invitations to such persons to be present at the celebration. This committee shall give assistance to the Executive Committee in preparation of a program for the occasion.

4. That every member of the Association do all within his power to so increase the membership of the Association that we may be able to invite those whose membership dates prior to

the year 1865 to become the guests of the Association at that time.

On motion the report was referred to the Executive Committee with favorable recommendation.

SOME RECENT EVIDENCES OF EDUCATIONAL PROGRESS IN OHIO.

Inaugural Address of SUPT. L. D. BONEBRAKE, President of Department of Superintendence.

"We should so live and labor in our time that what came to us as seed may go to the next generation as blossom, and what came to us as blossom may go to them as fruit: this is what we mean by progress."

Such are the eloquent words of Henry Ward Beecher, and they aptly voice the sentiments sought to be uttered in this address. From the fathers of our commonwealth at Marietta and on the Reserve: from the sturdy men who at the beginning occupied the territory now comprising our eighty-eight counties, we have received the seed, the blossom and the promise of present achievement. In a large sense, Ohio is the first American state created by purely American conditions. The patriots of the Revolution, and the wise men of the early Congress gave their first large utterance to the world in the memorable Ordinance which organized the Northwest. The Ohio constitution is perhaps the most natural development of the new conditions fostered by the newly organized American Republic. In the same manner our Ohio school system has grown up full of the spirit of a most democratic age. At every stage of our public school history the local voter and householder have controlled the school machine, have determined expenditure and length of term, have em-

ployed teacher and fixed the text-books. Not like more recent states farther west, with all school machinery created by one legislative act, the schools of this state are a growth; and from the very first they have been markedly subject to the control of the districts and the townships. Every phase of education from country district, special district, village district, city district, on up to the passion for founding our multitude of colleges and seminaries, there has been present the same intense spirit of democracy which animated the fathers at the beginning. Option, choice, local control, individualism, are key words to the educational institutions in Ohio. The people in their local capacity are in control of the forces which make for education. And after nearly one hundred years of statehood we find the same general condition confronting us as when the brave sons of the Revolution arranged at Belpre, Harmar and Marietta and on the Reserve to have their little ones instructed in the fundamental branches.

And he who wishes to comprehend broadly the genius of our Ohio schools must read the legislative enactments, the ordinances, the provisions, the judicial interpretations, the practices of the schools themselves and study their history in the light of an intense indi-

vidualism. Under the statutes of Ohio but a small fraction of all money necessary to maintain the schools is raised by general taxation. By far the larger amount is raised locally. This amount may be much or little according to the needs or wishes of the local board of education. School houses are built and equipped wholly as the result of local levies; and they may be either good or bad according to the status of public opinion. Teachers may be employed for long terms or short terms; for high wages or low wages; for special work or general work. They may be citizens of Ohio, or they may be citizens of any other state; or they may be secured in England or Japan. There is literally no restriction or limitation as to age, color or sex. According to law the Ohio schools may have supervision in townships, in villages, in special districts, in cities; or they may not have supervision at all. The course of study may be limited to the simplest rudiments; or it may have the kindergarten at one end and the high school at the other. It may be graded; or it may be ungraded. Boards of Education are under no restriction in the matter of studies, if the people are willing to bear the necessary financial burdens. All text-books may be decided as often and as definitely as the boards of education desire; and changes are easily made. The children may be furnished all supplies free, or they may be required to buy the same. The school term must run six months in a year, or it may run eleven and a half. The children of the state may attend the public school, or they may attend the private or parochial. But they must be taught somewhere. The teachers' institute obeys the same general conditions. It is controlled entirely by a committee chosen by the teachers themselves; and instructors, programme, time and place are very much subject to change. Thus

our entire school system, from the lowest phases of the elementary course to the choice of state college or denominational college; of private preparation for the bar or a law school; of private study for the ministry or theological seminary; of medicine regular, homeopathic, herbal or eclectic—thus the entire system has from the lowest to the highest, as a common thought running through it, the granting to each individual of the widest and fullest opportunity to do as he pleases.

Individualism has indeed been the key of our schools, and within reasonable limits it has been and is now the explanation of all other distinctively Ohio institutions. And I ask in all seriousness, whether on the whole the results attained have not compared measurably well with the results attained elsewhere during the same period of time? Our policy has been quite diffusive. Our schools have been exceedingly democratic. We have unswervingly adhered to the principle of local control. We have believed it sound. Each community has been a law unto itself. Perhaps no state in the Union can for so long a series of years illustrate the diffusive principle more completely. And the educational reformer in Ohio who seeks to change the character and thought and purposes of our people must learn early to reckon with his host, or fail most dismally. The plain blunt fact is that the people of this state are slow to take up educational innovations. They adhere to the old policy with tenacity. They like the idea of controlling their own schools, their own teacher, their own course of study. Years of training in the old ways, years of rich suggestive history, years of belief in the "Ohio idea" have prepared our farmers, our merchants, our mechanics to look with suspicion on any interference with the old order of things. If any man in this audience

doubts this statement, let him but review the attitude of the last dozen sessions of the General Assembly.

And this conservative tendency is not entirely ill-founded. The contention is not all ill-conceived; there is much good in the old regime. The optional and permissive character of our educational institutions has much merit in it. It encourages experimentation. By it each community may investigate and discover the truth as it desires. Each school becomes an experimental station for education. Persistently adhered to, thoughtfully maintained this theory of the school machinery must teach the art of self-questioning; it must force all the people to think the great thoughts of education, and bring the people and the school into close and sympathetic contact. Its real weakness after all is in the fact that all communities are not alike enthusiastic for education, and force becomes dissipated and lost.

Opposed to this diffusive policy is the policy of centralization. The French system of education is perhaps the most highly organized system in the world. All parts are logically arranged. From Minister of Education down to the humblest teacher; from the five year old child to the graduate student of the university; from the most fashionable quarter of Paris to the remotest peasant district of the republic, everywhere there exists a coherent, logical, precise system of instruction, of transfer, and of supervision. The French school system is a machine logical and complete.

Now, it is the contention of this address that neither extreme of organization will produce the very best educational results. The diffusive policy has a tendency to relegate experiments in education to mere tyros and to the ignorant and unlearned. Extreme centralization, on the other hand, has a tendency to create bureaus, to establish

boards, to produce dead-level and over-refinement. Under the one the wild, wasteful experiment is often encouraged to the manifest injury of the whole community; under the other, such is the hardship of the machine that all intelligent original work is dispensed with.

My thought is that our Ohio schools can yet stand with material profit, a relatively large introduction of the centralizing agencies. Temperately and carefully, with judgment and discernment, we should step by step introduce wise reform. Just as our large cities have of late been taking on the so-called federal form of government because the simple machinery of the village had proved inadequate for their increasing needs, so must the great state of Ohio, with hundreds of thousands of children crying for the best training for an intense age, formulate some system of instruction, some system of training and control which combines steadiness with simplicity, which gives opportunity for experimentation, which preserves inviolate the rich results of all past educational effort.

And I ask you to-day to cast over in your minds the many results which almost unconsciously have been achieved during the last few years. Gradually about us during the years just passed, conditions favorable to higher and better culture, and more widespread endeavor and greater centralization of power have come in upon us. The school terms in country, village and city districts have been perceptibly lengthened. The school year of eight months, nine months, and even nine and a half or ten months, is not altogether uncommon in rural communities. Long terms are not now limited as formerly to cities and villages. Their demand has been general; and it is an encouraging sign.

A remarkable activity has of late gone out in the direction of planning

tion. High schools of high grade are very numerous. The colleges are responding nobly to every increased demand. Splendid opportunities for professional study are offered. Summer schools, normal schools, normal classes, classes in pedagogy, classes in psychology and in the history of education, and last and best the recent legislation for the Ohio State University and for Athens and Oxford, making possible great promises in pedagogy for the Ohio teachers of the future. Surely the teachers of Ohio when they look to our distinctively normal colleges, to our denominational colleges, to our universities, to our state institutions, have much to encourage them. The day of new things and better things has come.

With these agents for preparation we must remember also the city training schools, the reading circles and the inspiring meetings and conventions of teachers. Surely up and out of all this there is coming a new class of instruction; and is it too much to believe that the thoughts, methods, purposes of the Ohio schools and schoolmasters are being formed and shaped after a design of the noblest mold? Is it too much to hope that in the immediate future, the whole body of Ohio teachers will have only lofty thoughts and high purposes? Is it too much to expect that to the wealth of the university training, with all its large-mindedness, there is to be added a most liberal training in the theory and the art of school management? I for one believe the future is full of hope and full of promise. Earlier in this address the statement was made that the Ohio school system was in need of more centralized forces. Speaking as a school superintendent in this department of superintendence, I wish to repeat the assertion. I believe most truly that the supreme need of our Ohio schools is more and better supervision. The increase of our population and the

pressure of present conditions demand economy of time and strength. Experience has taught the value of wise and skillful management. The country districts particularly need intelligent leadership and direction. If some means could be established by which approximately thirty country schools were grouped in one supervising district, with one set of officers, under one competent superintendent given ample power, we would perhaps have the ideal system for such schools. Experience in other states has proved the county to be too large for one man; and I am persuaded that the individual township, speaking generally, is too small. And to get two or three or four or a half-dozen township boards of education to meet together, to act together, to work together, harmoniously and without friction, must in the nature of things prove no very easy task. A general county board of education has been suggested; so has a redistricting of the townships of the various counties of the state. Certainly some practical plan can be devised and be put into operation. The Boxwell Law, making the county board of school examiners judges of qualification for high school admission, would seem to indicate that the will of the Legislature was in the direction of a general county board. But be all that as it may, some practical plan for giving efficient supervision and economical supervision is much needed in our rural communities. The present plan in special districts and village districts is as good perhaps as we can plan just now. In the city districts where politics play their game so constantly, there is need of giving to the supervising power greater relief from interference and longer tenure in office. In the general state department there should reside a large discretionary power. And there is no good reason why the office of state superintendent

should not be made entirely free from legislative interference; why it should not indeed be a constitutional office. It is logical, it is expedient that the highest educational office in the state be clothed with ample power; be given advisory boards to assist; be made responsible. I believe in much which we have in our present system. Much that we have is superior to the practices of other states. But there should exist somewhere a real and an effective agent for forcing backward communities out of the slough. Somewhere under proper restraint there ought to exist a power, a potency, strong enough and wise enough to bring efficiency and reasonable unity to all parts of the great complex machinery established by the state for the education of all the children of all the sections of the state.

But I do not wish to anticipate the thought of the president of the general association, in the address which he will give you tomorrow on "The Future of Education in Ohio." None the less I feel with great force the responsibilities resting upon the members of this

department. Accustomed as you are to think the thoughts of education for the people, to work out the school problems in your several communities, it is but natural that the state should look upon the members of this body as intelligent leaders in school reform.

By a united effort and a persistent effort on every reasonable and meritorious measure calculated to improve the general condition of education in Ohio, I think I am safe in saying there is scarcely anything really valuable which can not be accomplished by this body of men. So in the light of recent progress, I feel justified in believing there awaits the schools and schoolmasters of Ohio a future at once brilliant and unique. For, Ohio rich, powerful, aggressive, intensely liberty-loving; Ohio with four million citizens descended from the best stock in the world, is accustomed to do large things in large ways.

Having received the seed, the blossom and the promise, let us worthily accomplish our work.

THE SUPERINTENDENT IN HIS VARIOUS RELATIONS.

TO HIS BOARD.

F. B. DYER.

PROF. G. S. HALL,

Care Atlantic Monthly.

In answer to your inquiries, would say that my chances of staying another term seem good, as the board are all Republicans and Methodists like myself, and all belong to the same secret organization. But as to the outlook beyond that I can only say what Brigham Young said when Artemas Ward

asked him how he liked wedlock as far as he had got. He said "Middlin'." In consequence of women voting and mixing up things the outlook in Ohio is only middling. Yours, etc.

I judge this is a sample of the numerous replies received by the unsuspecting Mr. Hall from which he compiled his data for the recent articles in the Atlantic, and came to the conclusion that the Educational Outlook in Ohio was very middling indeed.

As many of you have been so busy explaining to surprised parents why their children did not pass that you have not kept up with current literature you will pardon me for quoting:

"In Ohio owing to constant change of the teaching force the teacher is not recognized in social or political life. He is deprived of the privilege of free speech on all subjects but especially on the one that concerns him most, reforms in teaching. The people who should be the leaders in educational thought, do not call their souls their own. They catch their breath in quick starts when they see a power over them wielding the club of dismissal. Over 40 per cent report improper influences in the appointment of teachers," etc.

This has been sent broadcast over the world in one of the greatest magazines and over the name of Stanley Hall—a name used to conjure with in educational circles.

Now if this charge is true, let us get down in humility and self-abasement like the Fiji who when sick lies on his back and bawls to his own soul to come back again. There is hardly any vice so debasing as moral cowardice. Our first and paramount duty is to be true to ourselves. There should be an investigation by ourselves into our moral rottenness. The School Commissioner should add to his blank Reports inquiries somewhat as follows:

1. How many teachers have been changed? cause?
2. How many appointments have been made at the suggestion of the principal? of the preacher? as a political expedient?
3. How much does an appointment cost in your district? where must the teacher board?
4. How many text-books have been changed? what was there in it? for whom?
5. Give the political and religious af-

filiations of the Board and of the Teachers.

The advantage of having the Commissioner make this investigation would be that he'd know the boys, and he'd know about how much to discount the figures, while the *Atlantic* evidently does not.

With so many fraudulent confessions fresh on our memory it might be as well to be suspicious of the testimony of self-convicted cowards as well as criminals.

We wonder how much of the dreadful bill of particulars in the *Atlantic* is truth and how much is conjecture. Some people are inclined on very slight suspicion to jump to very grave conclusions. By a singular confusion of thought, hostility to offenses has sometimes been taken for a prevailing condition of crime. No other time has ever cried out so loudly against corruption in Boards of Education. Corrupt practices are sure to be ferreted out and punished. We note them more and hate them more but this does not mean that they are more widely prevalent.

Perhaps Mr. Hall's advisors have mistaken their suspicions for a condition.

In the discussion that is to follow these papers, it might be well to hear the opinion of this venerable body of men on the prevalence of corrupt practices and improper influences at work in our schools. If this corruption exists the superintendent from his relation to his Board is certainly aware of it.

Errors have been rectified only by two means, experience and discussion. Experience must be sifted and tested by discussion to bring out the meaning and reveal the solution of the problem under consideration. I'll give mine as a starter.

In 20 years of experience and observation of schools in villages I can find in my recollection only 1 case where politics had anything to do with an ap-

pointment and 2 where religion influenced either a change or an appointment.

The chief troubles have come from the sentiment in favor of appointment of "local" teachers (home talent), but a resolute superintendent could in every case have prevented the schools from being imposed upon by unworthy applicants. In short, I believe I shall be supported by most of the teachers from the part of the State I represent (the S. W.) when I assert that if there are improper influences at work in that locality it is where the school men themselves lack force of character to stamp it out. Now either in the southwestern part of the state we are unusually pure or there is some reason to be indignant with Mr. Hall.

There is a strong feeling, however, that when the present ballot system was introduced a serious mistake was made in virtually forcing school elections on party lines. Can not something be done to change this? Every slightest ingredient of partisan politics in school matters should be relegated to that place described by the orator as the bottom of the bottomless pit.

There is a spasm of reform that passes over the body of the school-politic now and then, and extreme measures are urged. And when one reads the July *Atlantic* he'll feel reform is necessary in some places, but with the cordial co-operation of school men there need not be great and revolutionary legislation even in the cities to correct the abuses that have grown up. No doubt there is plenty of room for improvement, but it is a principle of anthropology that governments are improved not so much by casting off the methods of our barbaric ancestors as by improving and regulating them.

Probably the simple change of electing tickets at large instead of by wards would be all that is needed in the cities.

This was suggested by Horace Mann in his first Report. Reformers please note.

But the large cities are *sui generis*. This body is not so much interested in the discussion of city superintendency. They that stand high have many blasts to shake them that we more fortunate men wot not of, but we have faith in them. Sufficient unto their task is their strength.

In the village schools reforms are in the hands of superintendents (if you insist on dignifying us with so lofty and lengthy an appellation). They do not appreciate their power or their influence, or the *Atlantic* would never have sent up such a wail from Ohio.

The personnel of our village Boards according to some one—Dr. Harris, I suppose; all wise sayings are attributed to him—is as follows: 1. Well meaning disinterested citizens. 2. Hobbyists. 3. Politicians.

The first class form a large majority of our village boards and above all other public servants they are praiseworthy. Neither paid nor thanked, with opposition in proportion to their fidelity, they give their time and service from a sense of duty as good citizens and from a firm belief that public education is the bulwark of our liberties.

The hobbyists are occasionally in evidence, but are a comparatively harmless class as they neutralize each other. The superintendent's duty is to unite these two classes in an uncompromising warfare against the politicians if there are such who are in it for what they can find. The first two classes are honest, and in almost every village board can control if they are awake to the situation.

Although there is some variation in different localities custom has pretty clearly defined the duties left to the superintendent, to the board and to both jointly.

In S. W. Ohio the Board do not expect to be consulted about the Discipline of the school, Classification of pupils and methods of promotion, Course of study, and the text-books adopted.

Occasionally the member who has a hobby may interfere. For example the Corporal-punishment-phobic sometimes wants a finger in the discipline, and the Business-course lunatic wants his nose in the course of study.

With all such, tact and forbearance are all that is necessary. The superintendent should not hazard his usefulness by standing on trifles. He should explain clearly and forcibly the reasons for or against any change desired and then cheerfully submit to the ruling of the Board. He should not worry the Board with petty details of his own business nor try to show *them what a badly overworked man he is*.

Among the *Board's* rights I should place the right to determine finally on all business matters and to conduct its business at its meetings *without interference*. The Superintendent should be present at all meetings but he should not volunteer advice. He need not every evening tell them he's an expert. But he should be an expert.

A farmer said to his son: "Jim, stay on the wagon till I come back and say nothing to nobody or they'll find out you're a fool." Jim obeyed. A man came up and asked the price of potatoes. The boy grinned and said nothing. The man said, "You're a fool" and passed on. The boy ran to meet his father shouting: "Pop, they found it out and I didn't say a word." Whether the Supt. is an expert or a fool or both, they'll find it out. More than one good man has lost his hold by too loud trumpeting. We don't like to have other people's greatness thrust upon us by *themselves*.

This does not mean however that the Supt. is not to have opinions when he

is consulted. *The influence* he will have with his board will largely depend on the advice that he gives on matters that they feel belong to them.

If when perplexities occur they find him a safe counsellor without any assumption of superiority, they will gradually consult him more and more and finally in their absolute confidence he will bear almost the relation to them that Rousseau advises between master and pupil: "Let the pupil be his own master in appearance and do you be so in reality. Their confidence will give you the mastery."

This will require not only ability and tact on the part of the Supt. but it will also require time. I doubt whether any man can be a really efficient Supt. under 5 years' service. The longer he stays the more indispensable he should become.

There is a growing tendency and a good one to consider most duties as belonging jointly to the Board and Supt. In our villages the Supt. is not only the administrator but the adviser.

Among the joint duties are the determining of supplies and the selection of teachers, janitors and truant officers.

The janitor should be the truant officer. His efficiency as both altogether depends on the principal, and he should be directly responsible to him. Be he colonel or raw recruit the house should be clean and warm. The principal who does not secure effective service on the part of these officers has himself to blame. The town and board will stand by him every time.

As the Supt. acquires the confidence of the board he will be consulted in determining the teachers. Changes will not be made against his advice. In a dozen villages near me the selection of new teachers is left wholly to him. It certainly should be, if he is the fit man for the place; it certainly would be if he

resolutely and tactfully determined upon it.

How can a man carry out any policy or secure worthy results when his corps of teachers are not in harmony with his views and responsible to him?

The efficacy of the public schools depends on having a responsible head. But it is certainly not necessary to argue here for our Right to have a voice in the selection of teachers. What I do desire to plead for is our duty in this direction. Every right has its corresponding duty. While it is hard to get rid of an imbecile occasionally, I have never known a case where a determined Supt. could not have prevented the removal of a worthy teacher. Many boards hold to the doctrine of Darwin that "Progress depends upon change" as applicable to school affairs. It is the duty of the Supt. to educate his board up to liberal and correct views.

This it seems to me is the key note. With all his skill, tact, sense, energy and courage it is the superintendent's duty to educate his board. If he is an expert and a man of sense they will be glad to learn through him the views of the masters of thought in regard to school management. Instead of feeling his duty done when he has read them a few columns of figures from his monthly report he should see that his board understand his whole educational policy.

As he becomes firm in his place, the tenure of office of his teachers will be lengthened, supplies will be unstinted and salaries will have an upward curve.

By calling attention to the best schools in the vicinity he can secure such supplies and salaries for his teachers as are given in the best schools. By carefully explaining any reform in methods or change of course or discipline he will almost invariably secure approval and make the board his staunch defenders.

So far from a course of timidity and

irresolution being the best for him, I believe that the suspicious, whining, cringing Supt. is building his own guillotine. Our young superintendents should read J. S. Mill on Liberty. Like genius they usually create their own difficulties and imagine most of them. Many seem to look on school boards as their natural enemies. Frankness and a manly spirit of equality will be met in the same spirit by the practical business men on our boards.

Next to excessive timidity the danger of our superintendents is mechanical routine. In attending to the multitudinous details of every day work we are too exhausted to struggle for further light, and after some discontent finally settle down into a self-satisfied torpor. It is the cold spirit of routine that is the deadly nightshade of our nature. Give us error or what you will but save us from stagnation. The remedy is simple. We must look about us. Real progress consists in availing one's self of the experience of the race. We must see what others are doing, experiment a little, take a lesson from our mechanics who seem to possess a greyhound scent for improvements.

We must be contemporaneous. We need not break our neck after every new thing, but our boards have a right to expect a certain up-to-dateness.

Finally the secret of success in one's relation to his board is devotion to one's work. No need for cowardice when this is once recognized. If accompanied by a just and well balanced mind one may ask what he will and it will be given him.

Let your work praise you and not your own tongue. And your teachers rather than the local editor, the springs of whose eloquence may be questioned. Some are so busy holding their chair down and working their salary up that they have no inclination for real professional work.

Men like work. They like the enthusiasm that comes from devotion to one's work.

The schoolmaster must rule through the gospel of service: Be their servant if you would rule over them.

TO HIS TEACHERS.

E. A. JONES.

As the fourfold division of this subject implies, the office of the Superintendent is one of great importance and the field he occupies is exceedingly broad. He sustains important relations to all classes who are in any way connected with the Public Schools.

The topic assigned to me by the Ex. Committee, "The Relation of the Superintendent to his Teachers" is not exceeded in interest or importance by any of the others, for it is through his teaching force alone that the Superintendent must look for satisfactory results. The teacher is the vital force in the system. No matter how costly the buildings, how convenient their arrangement, or how complete their equipment, if the teacher is deficient in scholarship, or in ability to impart instruction and to awaken the activities of the child, the school will not prosper. If the teacher is wanting in that tact and good common sense so essential to the successful management of pupils, the desired ends cannot be secured. No matter how favorable the environment may be in other respects, if the teacher is a failure the school will be a failure. We note with pleasure the fact that we have reached a stage in our educational progress, where many who are seeking to enter the teacher's profession, realize that it is a calling that demands the highest possible attainments in scholarship, character, and culture. That a preparation for it includes not only a complete mastery of the branches to be taught but, also, a knowledge of the

laws of mental growth and development, the important principles of pedagogy; some acquaintance with the history of educational progress, and if possible, the best normal training that can be secured. But while this is the case, it is still true that many aspirants for the teacher's position have not this exalted idea of a teacher's work; a large number have had no special preparation; many with low grade certificates are employed at a correspondingly low rate of wages by economical Boards of Education. In some instances friendship with school authorities, sympathy excited by reason of unfortunate family circumstances, and a strong pressure of personal influence resulting from a variety of causes have more to do with securing a position than the desired qualifications or fitness for the work. Hence the Superintendent finds confronting him at the very beginning of his labors, the necessity of improving the quality of his teaching force. This he can do in many ways: by personal instruction; through grade meetings, and teachers' conferences.

In this work the skilful Superintendent will make use of the talents, methods, and experience of his superior teachers.

Father Paxton, the great S. S. Missionary, a man who succeeded through his own personal exertions and influence, in bringing more than seventy thousand children into the Sunday School, tells us that early in his experience he was greatly impressed with the need of Sunday School teachers who were better prepared for their work. After he had organized a few schools it occurred to him that the teachers, if they could be brought together, might be made very helpful to each other. He saw that one school had an excellent Superintendent; another a superior Primary instructor; and a third a teacher who was especially

successful in the management of boys. A conference of these workers was called for the purpose of a comparison of methods and an exchange of ideas. In this way all the schools represented had the benefit of that which was best in each. The results were so satisfactory that it led to a County organization, and was soon followed by the State, national, and international Sunday School Associations.

In the public schools a superior primary teacher may, if an opportunity is given, add greatly to the efficiency of this department. An instructor who is especially successful in the teaching of mathematics, language, or history, or one who has rare tact in the management of pupils, may make suggestions that will prove very helpful to others. The Superintendent may render a valuable service to his teachers by giving a right direction to their reading and study; by calling their attention to the best books in the special lines in which they are teaching.

During the past few years the Ohio Teachers' Reading Circle has afforded an excellent opportunity to the teachers of the State to make up for any defects in their education, to supplement the work already done, to enjoy, in part, a normal course, to become familiar with the best thoughts of some of the best writers in Pedagogy, Literature, History and Science, and to be associated with hundreds of others who are seeking to make the greatest possible advancement in their profession.

Many Superintendents have taken advantage of this organization to stimulate their teachers to greater activity, and higher achievements.

In its membership there have been from the first, many of the ablest and most successful teachers in the state. They have not been satisfied with a four years' course but they have completed the work from the beginning.

They realize the fact that it is not enough that they were well prepared for their work twenty, or even ten years ago. We are living in a wonderful time; in an age of intense activity and constant advancement. If we would keep abreast of the waves of *educational* progress we must have a *habit* of reading and study, and thought along educational lines.

The Superintendent himself must be a man of such high scholarship, such good judgment and irreproachable character, that he will be entitled to the confidence and will command the respect of all his principals and teachers. He must be a teacher of teachers and a rightful leader of all the educational forces in the community.

The good Superintendent is not merely a dictator. He recognizes ability and merit wherever found. He will very likely have among his teachers those who have given much time and thought to educational problems. There may be in the primary department, those who have had a large and successful experience and who have been interested in child study for years. By actual contact with the little ones, studying them day after day, they have a better knowledge of their dispositions, interests, capabilities and possibilities than the Superintendent can possibly have.

There are others who have devoted years of thought and patient labor to special lines of work and who have been eminently successful. He will gladly counsel with such and profit by their judgment in the preparation of his course of study and in the assignment of work.

One of our most successful Ohio educators, Dr. R. W. Stevenson, once said: "In my judgment, he is the wisest and most successful manager of a system of schools, who, depending not wholly upon his own knowledge and ability,

has the power to concentrate the skill, intelligence and energies of his teachers, and to bring them to bear upon the work to be accomplished."

It is safe to say that the Superintendent is interested in the success of every teacher in his corps. His own success depends largely upon their efficiency. There are many ways in which he may be helpful. Many a teacher has hopelessly failed because she has been wrongly placed in a system of schools. A person by reason of a peculiar temperament, natural inclination, mental attainments, and special training may be well adapted to achieve success in the higher grades who would prove a conspicuous failure if assigned to the primary department. While another person on account of her natural gifts, her lovable disposition, her attractive ways, and her love of children is especially fitted to receive the little ones as they enter upon their school life and conduct them through the first few months of the course.

The Superintendent by reason of his position should have much to say in reference to the assignment of the teachers to their several grades. As soon as he is familiar with their peculiar characteristics and special qualifications and tendencies he ought to use his influence to have every teacher so placed that he can work to the best possible advantage both to himself and the school.

Many times a teacher fails in the accomplishment of the best results because her room is over-crowded with pupils and she herself is over-burdened with work. Here it frequently happens that the Superintendent is brought face to face with circumstances which he cannot control. The assignment of pupils demands his careful attention and thoughtful study. Every effort should be made in consideration of his teachers, and in the interest of the pupils, to make the distribution as evenly and as justly

as possible both with reference to number and grade.

It not infrequently happens that a teacher's influence is impaired and her work greatly hindered from the fact that several mischievous and troublesome boys are needlessly brought together in one room. During the year it is seldom expedient or wise to transfer any pupil from one room to another on account of any difficulty which may have occurred in the way of discipline, or any personal grievance, fancied or real, that may exist between the pupils or the parent, and the teacher.

If a transfer is made in one instance for any such reason it establishes a precedent and becomes a source of continuous trouble. But, at the beginning of the year, when a rearrangement of pupils is necessarily made and, in many cases, new lines are established, these matters may receive the careful attention of the Superintendent and by a wise and considerate action he may greatly reduce the friction in the school-room, increase the efficiency of the teacher, and promote the welfare of the pupils without seeming to make any exception to the rule or to establish an unfortunate precedent.

The course of study is under the direction of the Board of Education but it is usually very largely the work of the Superintendent. He is supposed to be familiar with it in every part from the first year in the primary to the last year in the High School. It covers the entire course of instruction. It forms a basis of work. It is a guide to all the teachers. It is the duty of the Superintendent to see that it is clearly understood by all. Each teacher must be especially familiar with that part of it which pertains to her own department. She must know its requirements for each term, and for the entire year, and the relation of her work to what precedes and that which immediately fol-

lows in order that a proper adjustment may be made. The Superintendent should be easily approachable to his teachers and they should feel free to consult him in reference to any part of the work concerning which they may be in doubt. He should stand ready at all times to advise and instruct his teachers in reference to the branches taught, and methods of teaching, and "to present to them what he conceives to be the true method of instruction and discipline," but he should not undertake to control the details of the work. It is not pleasant to visit a building where each teacher is following the same method and working according to the same pattern which has evidently been furnished from the office of the Superintendent. The pattern may be excellent but such a system crushes out all individuality on the part of the teacher and leads to slavish, mechanical work. The teacher should be held responsible for results and allowed the greatest possible freedom in their attainment, so long as well known pedagogical principles are not violated.

The wide-awake, original teacher who does her own thinking will be liable to have active, original, thoughtful pupils.

The Superintendent is the Executive officer of the Board of Education and as such it becomes his duty to visit the schools as often as his time and the circumstances will permit, and the needs of any particular school may seem to require. These visits of inspection bring the Superintendent into close relations with teachers and their work. They may result in the making or the unmaking of a teacher. If properly conducted the teacher will be likely to be strengthened by each visit. If unwise criticism is made in the presence of the school the result may be harmful in the extreme. He enters quietly and unexpectedly. As an expert he notes the general appearance of the

room; the spirit that seems to prevail—of active industry, or of idleness and mischief; the bearing of the teacher toward her pupils; her personal appearance; her tone of voice; her method of instruction and discipline. He interferes with the work of the school as little as possible and when he leaves, as far as his judgment of the teacher is concerned the pupils are none the wiser. At the proper time he makes known the result of his visit to the only one who is especially interested. He commends what is worthy and accompanies any unfavorable criticism with wise suggestions in reference to the future. This, to my mind, is one of the most important and valuable features of a Superintendent's work. By the proper discharge of his duty he can contribute more than in any other way to the success of his teachers and to the efficiency of his schools. If, after persistent effort on his part, an incompetent teacher fails to improve, it then becomes the plain duty of the Superintendent to recommend a dismissal, for the schools were founded not to furnish places for teachers but an education for the boys and girls. In nothing is the Superintendent more often consulted by his teachers than in cases of discipline. No one can tell what an hour may bring forth in the schoolroom. Many complicated cases arise that are difficult of adjustment. No wonder the inexperienced teacher feels the need of the counsel and advice of a higher authority. This the Superintendent will cheerfully give but only in rare cases will he assume the entire control himself. Every teacher should discipline his own room. The habit of frequently sending pupils to the Principal for discipline is certainly not to be commended or approved.

No school can long be governed by a power outside of the schoolroom.

Rare tact and good judgment are

often required by the Superintendent in disposing of cases which have been referred to him where his own judgment does not approve of the course adopted by the teacher. Even in such cases he will endeavor to so determine the matter that the authority of the school will be maintained, the influence of the teacher remain unimpaired, and the rights of the children be protected.

The Superintendent will jealously guard the good name of his teachers at all times. Whenever complicated cases arise and unpleasant criticism is freely indulged in, he will see that the teacher's side of the case is fairly presented and all the facts submitted to the proper tribunal.

He will stand firmly by the authority of the school, strengthen the hands of his teachers and defend them under all circumstances, unless such an unwise course has been pursued that it admits of no defense.

And now, Mr. President, in the brief time allotted me, I have called attention to a few of the important obligations which, in my judgment, rest upon the Superintendent with reference to the teachers under his charge.

I wish to close with this thought. If the Superintendent has made an honest effort to fulfill all these obligations has he not a right to expect that all the teachers, in every grade and in every department, from the principal of the High School to the lowest teacher in the Kindergarten will be true and loyal to him, at all times, and under all circumstances, and that they will work together in harmony to secure the best possible results for the children, for whose benefit and advantage the schools have their existence.

TO HIS PUPILS.

J. D. SIMKINS.

The relation existing between the superintendent and his pupils is not for

the purpose of making a famous educator out of him, but of making respectable American citizens out of our sons and daughters. The object is not to ascertain what the superintendent CAN do, but what duplelets, ragamuffins, dolts, geniuses, and common every-day boys and girls SHOULD do to make the most of what nature has given them.

It is not to pension the remains of a school-master, or to purchase political tentacles, or to favor some church, or to reward some friend, or to establish a psychologic experimental station, or to produce intellectual dime museum freaks, that a superintendent is employed, but to furnish a fellow and tire with which to hold the spokes of the educational wheel in place. These spokes, it will be observed, converge to support a central object; and this object, fellow teachers, is not the principal, the teacher, the board of education, or the patrons:—not the course of study, nor the book-seller, nor the publisher. All these are subordinate,—all these are but spokes, and converge to support the real object of our public school system; namely, our "Little Men" and "Little Women." The relation between the superintendent and his pupils, as here shown, is plain. It is his duty to combine all the forces intended for the welfare of his pupils so as to secure the greatest good to the greatest number; keeping in mind always, that the success of his pupils takes precedence over all other considerations.

Did you ever look upon the "Barefoot Boy" and think what a tyrant the little rogue is? There are 8,000,000 barefoot boys enrolled in the schools of this country, and as many girls, and you are actually afraid of them. If not, why do you employ an army of nearly 400,000 trainers to tame them and bring them under subjection to themselves?—why have you provided quarters for this purpose worth, to-day, about

\$400,000,000?—why do you assess yourselves annually well on to \$200,000,000 to defray the expense of this crusade against nescience? Yes, you suspect these children. You are going on the supposition that they are heathen and you have placed the 400,000 teacher missionaries in the field to lead them from ignorance and its concomitants into the modern field of intelligence and refinement. Most nations keep a standing army to overawe full-grown anarchists, we keep one, composed of all the teachers of this land, to help little children over the prison wall of illiteracy. Now, if our people are to continue to withdraw this large number of teachers from other vocations, if the people are to continue to assess themselves hundreds of millions annually to defray the expenses of this modern institution, if they continue of the opinion that it is impracticable to have a single central authority govern all the schools of our land, it is but reasonable to suppose that the demand for intelligent local supervision will become more and more urgent. Whatever is good for the institution as a whole, is good for the pupils because it exists solely for their benefit. Proper supervision will place these teachers where they can do the most efficient work for the pupils: it will direct, to a large extent, the expenditure of these hundreds of millions into such channels as will inure to the benefit of pupils rather than fill the many-pouched stomachs of any leeches that may have fastened themselves upon the public school system. Again the relation of the superintendent to his pupils is plain: The teaching force is to be employed and distributed with pupils alone in mind; funds are to be expended with the pupils' welfare at heart. While this relation is not direct it is none the less real,—none the less important. The superintendent that bases the promotion of teachers on any other ground

than real merit, or duplicates the purchase of apparatus to accommodate agents, or that spends more than half his time in complaining of the small portion of the \$200,000,000 that he draws on his own account, has a relation to his pupils, whose value decreases as the square of the number of days he is employed increases. Europeans think strange that we have no department of public instruction,—that our schools are solely in charge of local districts; and wonder why it is that our people of such strong money-making and business-booming proclivities have dotted our land with schools from sea to sea and stand as a unit for public education;—why it is that the pupils from forty-four states could send an exhibit to the World's Fair, so uniform in execution that it was actually monotonous, and this without any central authority to control its preparation. We would answer that the loyalty to the public schools of America springs from the noble impulses, broad humanity, true patriotism, general intelligence, and wise forethought of our many millions of people that have learned the true definition of liberty and how to maintain it, and are making a practical application of their knowledge; that the uniformity in our school-work is due largely to the fact that the relation of the superintendent to his pupils is such that all useful devices, all approved methods, all subjects most worth studying, are brought home to his pupils. Rapid transit and the printing-press make it possible for all superintendents to keep posted on the maneuvers of the front rank in their profession, to adopt the same tactics for their several schools, and to secure results having a marked similarity. It might be stated that the supply of advice to the superintendent from extremists, specialists, and sages, is far beyond the demand. His usefulness is no longer determined by the number of

fads he can adopt but rather by his capacity for blowing the cheat, and chaff, and smut from the unwinnowed theories with which the educational granaries are filled, for retaining that wheat only for his pupils, that is right in variety and quality, and for seeing that the same is not spoiled in the grinding.

If the supervisor is what he should be, it would be an advantage if all pupils could recite to him at least one branch one term before completing their school course. It is worth while to sit in the presence of a strong man. Have you not gone long distances and paid high prices to see noted personages? What would you give to sit at the feet of a Shakespeare, or a Beethoven, or a Lincoln for a few minutes? Now, the favorable past experience and strong character arising therefrom should make the superintendent a personage into whose presence the children would count it a privilege to come. If he can manage some way of becoming at least slightly acquainted with them, it will give him an opportunity to establish himself in their confidence, and strengthen the ties of relation. When he has contrived to get all his pupils to believe in him thoroughly, he can easily stamp his individuality upon his school; while before that time, he will meet with about the same success as the man that tries to change your politics or religion. Pupils soon learn that they are in a school of many grades, that there is a supervisor over all; that the text-books, the course of study, the methods in vogue, the standard of discipline, are approved if not authorized by the superintendent. If they have faith in him, this will enable the grade teacher to prevent many a quibble over what should be studied and what not; over what is a breach of discipline and what is not; over how a lesson should or should not be prepared. This is a

relation not understood by those superintendents that sit at their desks and occupy one-half of their time in devising some new scheme for increasing the number of reports from teachers, and the other half in writing specific directions to them for introducing the latest educational fallacy.

In matters of discipline, the relation of the superintendent to his pupils is even closer than in matters of instruction. John asks his mother if he can go swimming with the rest of the boys and she answers in the negative. He proceeds to execute the war-dance according to the most approved method of the wild Comanches. She says, "Yonder comes your father." What a lovely disposition the boy suddenly has. He has faith in his father's promises and muscle. I have known the presence of a superintendent or principal to have the same magic effect. It is my opinion that most teachers will find it easier to discipline with a principal or superintendent in the building. They should understand that it is only after they have failed that they are justified in referring a case of discipline to another, unless some one else outside the room be involved. The superintendent stands *in loco parentis*, and when an infractor is admitted to his office, he has one of his most important duties to perform. In small schools, it is then that his strength is tested and his usefulness largely determined. Say a school enrolls 1,500 pupils: the superintendent is not likely to inflict corporal punishment over fifty times in a year and these fifty cases will probably be limited to about fifteen different pupils. Now these fifteen pupils, this one per cent, constitute the cable that establishes a relation not only with the other ninety-nine per cent, but with the whole town. This one per cent know more about the weaknesses of the superintendent, than do any other equal

number of persons. They pass their evenings in candy kitchens, in front of the opera houses, on street corners, and wherever there is a crowd. They keep the town posted on the progress of the schools. When these boys are sent to the office of the superintendent, they go knowing full well that when a law is violated, it is right that punishment should follow. But somehow or other, they also have a faint idea that, in the United States, even the worst criminal has some rights before he is convicted and generally some after. It is quite possible to punish these boys and send them from his room firmer friends to him than when they entered,—more thoroughly convinced that when a law is violated, punishment should follow,—better citizens because they will respect law even though they violate it,—and patriotic enough to suffer the penalty prescribed without becoming anarchists. At such trials, the superintendent is legislator, supreme judge, and chief executive. He makes the law, decides upon its justness in the case at hand, and executes it. The accused sit before him helpless: they will be denied the right of trial by jury; they may be denied the right to speak in their own defense; they may be convicted without due process of law; their guilt may be determined by an *ex post facto* law; the right to appeal will be denied; the motion for a new trial will be overruled; an excessive penalty may be inflicted. See the superintendent—a man of forty years' experience; backed by the state law, school board, and public sentiment:—an intellectual and physical giant compared with these children before him. Mark my word: If these boys be ground with an iron heel, if they be convicted and punished without as fair and impartial a trial as is conducted in our regular courts of justice, the ghosts of these small boys will soon squeak and gibber in the streets at home: the

superintendent will soon find his usefulness at an end and go into new fields to repeat his methods. In my judgment, this relation tests the highest qualities of the mind. When this function of the superintendent, coupled with the general advice and encouragement given pupils, is measured by results, it is not surpassed by anything else he does. The opportunity for doing good by this means is often neglected and oftener abused. The superintendent must be a Solon,—a Justinian, but he dare not be a Procrustes in this land of intelligence and liberty. In this relation to his pupils, he stands as a court of last resort in most cases. He has final jurisdiction and should, therefore, make all the greater effort to be absolutely just, and see that his decisions are in keeping with our age. You may have been punished forty times justly and forgotten all; but if you were ever punished once unjustly, you will neither forget nor forgive.

The relation of the superintendent to his pupils is not confined to the school-room and playground. It is his duty, either directly or through his teachers, to see that they conduct themselves properly while going to and from school. He may punish them for an offense committed after they had reached their own premises, or even for misconduct on Saturday or Sunday, if it can be shown that the offense was such as to have a direct tendency to injure the school. He would have no jurisdiction, however, unless the offender should return to school. Suppose the superintendent were walking down street some Saturday, and a mischievous boy should say to his play-fellow, in a loud voice: "Did you hear of the resurrection?" "No. Who?" "Ichabod Crane, see!" When this young fellow returns to school, the superintendent may punish him, unless it can be shown that the statement was

intended as a compliment. Understand this to be defining a legal right and not giving advice; for to punish this boy for this offense would be fatal to the success of most superintendents. Should the pedagogue object seriously to the resurrected appellation, he will soon hear it at every street-corner, in every hall-way, from every open window; hear it by day and by night, when asleep as well as when awake; even the cat will mew "Ichabod," the dog bark it, the cock crow it, the horse neigh it, the mule bray it; church bells will chime it, whistles scream it, and thunder rumble it. The superintendent who, with shot-gun in hand, plays sentry along the boundary-line of his jurisdiction merely to keep the boys off the grass,—merely to establish his authority, will find that it is against the policy of young America to "take a dare," that he has a keen scent for shams, that he goes where he pleases, that he gets there first, that he crawls under if he can not enter at the door. The superintendent should aim not to venture too close to the boundary-line of his authority; better keep it in question. It would be unwise for him,

As a matter of punishment, to deprive the bad boy of the privilege to attend the school exhibition, for even the "bad boy" has some rights as a citizen.

To suspend a boy that accidentally broke a window-glass, until he should replace same.

To whip a pupil for refusing to study a branch not required by the state, and after the child had complied with the compulsory-education law.

To suspend a pupil until he ceases to attend socials.

To hunt trouble, and worry because he does not see an opportunity to show his authority.

Socially, the superintendent has a relation that he can not escape; and, if education is character-building, this is

no slight relation. Some superintendents succeed best by keeping as far away from their pupils as possible; others, by getting near them. Either method is possible in small cities and either method carries with it a social influence. The conscious supervision of different superintendents is very much the same; it is the unconscious supervision that differentiates them,—makes one have a greater social, moral, and business worth than another. It was this unconscious influence that prompted the following statements from pupils concerning their superintendents, ten years after they had finished their school course:

I have forgotten all he taught me, but the example of his industrious habits has been a constant factor in making me what I am.

The faith he manifested in humanity was, to me, a living example of a virtue I have always tried to imitate.

The most important lesson I learned from him was, that men achieve success by what they do and maintain it by what they do not do.

I remember him for racing down the steps and through the alleys after run-away boys.

The thing that seemed to make the most lasting impression on me was a certain porcupine trait.

I remember him distinctly for his large head and small heart.

I have forgotten all about him except that he never paid his debts.

It may be seen that all these opinions came from what we have been pleased to call unconscious supervision. Is this not a relation that is often unrecognized or underrated? The superintendent should be a living example of politeness, industry, enthusiasm, perfect integrity and honesty, spotless character, laudable ambition, missionary spirit, high attainments. He need not be discouraged with himself if these virtues

are not all native: our chief harvests come from exotics. His gall and spleen may come handy at times, but his more important organs are a helping hand, a warm heart, and a level head.

He has a veto power on the promotion of pupils but should seldom use it. He is supposed to keep on record the grades representing their scholarship and deportment and to be able at any time to give parents or guardian a tolerably correct idea of the standing of any member.

Some school men occupy most of their time in making reports, averages, summaries, per cents, grades, ranks, etc. I have not spoken of the value of such to school-children because they have none.

Fellow teachers, I have tried to point out the various relations of the superintendent to his pupils. And since I have no intention of talking for posterity, I shall close.

TO HIS COMMUNITY.

H. L. FRANK.

The superintendent's relation to his community is in some respects peculiar. Being a servant of the public, drawing his compensation therefrom, and dealing with all classes, it is expected that he will be "made all things to all men," "if by any means" he may please all men in all things, not seeking his own profit but the profit of many. Few people have so many and such grave responsibilities. Few positions require of those who fill them more tact, judgment, honor, and first class common sense; and it is through the exercise of some or all of these virtues that every faithful and true superintendent holds his place.

One of his principal duties, growing out of his relation to his community, is to cultivate and foster among his people an educational spirit or atmosphere. This atmosphere, if it is to be genuine, healthful, and permanent is to be

brought about with no flourish of trumpets, but by that silent, sturdy, and noble impulse characteristic only of the genuinely faithful. To meet this obligation the superintendent must never think for a second, much less admit that his calling or the work he has to do is unimportant. On the other hand, his talk, his walk and his every action must indicate that he is daily drinking from fountains deep and pure. As these fountains are subject to the same laws as those which send forth streams of a more material sort, and can flow only when the source is higher than the fountain, the superintendent must dwell among the "educational prophets" and seek that inspiration which comes only to "the pure spirit."

The public, by reason of the patronage it bestows upon the various professions, has special claims upon each of them and a right to demand certain influences and forces for the uplifting of the masses and the bettering of their condition.

Of the physician more is of right expected and should be demanded than the mere dispensing of drugs to a patient who is suffering from the effects of a violated law. From the medical profession should come an all pervading influence against the violation of nature's laws, and in favor of the observance of hygienic principles, and the preservation of the physical and intellectual forces with which man has by nature been endowed.

The lawyer who sees in every little domestic or public disturbance nothing but a possible chance of enriching his coffers, puts a very selfish estimate upon his relation to his community and has but little appreciation of his calling. Of the legal fraternity the public has a right to expect a strong sentiment, a *force*, an *influence*, toward economic, peaceable and honest living.

Again every minister of the gospel,

if he is *true* and understands and fully realizes the importance of his position and the significance of the vows he has taken, will either forsake the calling or rise above the petty and squeamish things which so enrich the devil and broaden his domain.

Of every minister his community has a right to expect an example of pure and holy living. He is expected to cultivate and foster an atmosphere of high and holy Christian endeavor.

In comparing the superintendent's relation to his community with that of the other professions mentioned, it may be noted first that he usually stands alone, that is, as a sole representative of his class or calling in his city or locality. In other professions what is wanting in one member may often be found in another. The weakness is thus partly compensated and to some extent overlooked. Not so in the case of the superintendent. Secondly it is to be noted, that of him, as head of the educational interests of his community, is expected all, if not even more, than has just been mentioned as justly due from the other professions combined. If he is an educator in the strictest sense, he must be a kind of walking encyclopedia presenting, in such a way that they may be read by all men, the principles of hygienic living, of *economic*, *peaceable* and *honorable* living, and even of high and holy living. These principles briefly elaborated mean that the superintendent as an exponent of hygienic living should keep free from the vices which it is agreed, by general consent, enfeeble and tend to destroy his threefold powers; such as the use of intoxicating spirits, narcotics, the keeping of late hours and so forth.

As an example of *economic* living he must live within his means, pay promptly all his debts, and strive to lay away a competency rather than depend upon charity or a *pension* in his later

years. That he may be an example of peaceable and honorable living he must be able to endure suffering and to make sacrifices. He must be dignified in his demeanor, social in his intercourse with his fellow men, fair in all his dealings and in all things unselfish. If he is all this, and if in all this he recognizes and is guided willingly by the spirit of the Great Teacher, he will, whether it is expected of him or not, be an example of *holy* living.

This it may be claimed is drawing the lines too closely, but when we consider the rights, the dues, and the best and noblest interests of mankind, I can not see how they are to be drawn more loosely. I believe the relation to his community of every professional man or of any man who is working for the public and is supported by it demands of him all that goes to make a manly man or a true manhood.

When any man of whatever school or profession seeks to indulge in things beneath the level of true manhood and endeavors to right, with a view only to pecuniary gain, the troubles the prevention of which constitutes the real basis or foundation of his profession, such a man is not worthy to be called professional nor has he any right to the confidence and support of an injured public.

If a superintendent's relation to his community makes such demands of him, it in turn entitles him to certain rights and privileges. In his profession his opinions should be regarded as carrying weight if not authority. As a man there is due him the respect and esteem of the people. As a citizen he should be granted all the social, political, and business privileges which are consistent with his duties to the public. If he is paid a reasonable salary and if there is an explicit or even an implied understanding that all his time is to be given to the schools, he can not as an

honorable man engage in business, political or other pursuits which will in any way prevent the *best* he is capable of doing for the schools. When his political efforts are wholly and unselfishly for the best government of his city, town or country, he should be accorded all the rights, privileges and freedom of opinion due to any honorable citizen and he should be protected in them by his community. On the other hand when he enters politics for the advancement of his own personal interests, he ought to suffer *speedily* all the consequences which usually follow, sooner or later, the unfair means of the demagogue. A good deal is said sometimes and justly and well said too concerning the unscrupulous politician in connection with the public schools as interfering with the selection of teachers and superintendents, the tenure of office, the depletion of the school funds, and so forth; and it is high time that a warning voice and an opposing hand be raised against these base and unprincipled methods. But how much more base and *nefarious* are the same or similar principles when employed by a superintendent or a teacher. It is not at all clear to my mind that even superintendents are not sometimes responsible for a mixup of ward politics, or something worse, with the public schools. This is certainly not in keeping with a superintendent's relation to any *respectable* community. I believe in long tenure of office and sincerely sympathize with any superintendent or teacher who is competent, honorable and successful, when he loses his place through the base and unfair means of others, but no sympathy have I for that superintendent or teacher who will stoop to the methods of the so-called unscrupulous politician in order to secure or hold a position. It is only a pity that all such can not be forever relegated from the ranks of school men

to the class to which they duly belong. However it may be truthfully said, I believe, that superintendents and teachers are as free from this class as any body of people called to do a particular work. Superintendents in their various relations hold positions of great responsibility. Much is entrusted to them and much should be returned by them. In their relation to the state, the nation and mankind in general they have much to do in helping to solve the educational problems of the day and in lifting humanity to higher planes of usefulness, prosperity and peace.

DISCUSSION.

SUPT. C. W. BENNETT: I usually do my hunting with a shot gun but I never like to shoot on the wing. I appreciate the very high compliment that has been paid to me in asking me to open this discussion. I am only like General Grant in one thing and that one thing is that I am very slow of speech. I do not like to speak before this association on any subject unless I have prepared on that subject. In fact I do not believe a man ought to speak before this body unless he has something to say. Speaking however to the question I desire to say that I greatly appreciate the many wise things that have been said on the two topics already presented in this session. I appreciate the fact as you all do, that every superintendent is a center, a central force, a central educational force in the community which he serves. As an educator, as a scholar, as an organizer, as a representative citizen, as a true genuine specimen of manhood, he stands, or should stand at the head of the community in which he lives. Now I am aware that very few of us measure up to this ideal. Your speaker does not assume to be this ideal. My idea is that a Superintendent should be so well rounded in his scholarship, so correct

in his methods and in all his appliances, so honest and fair in his dealings with his teachers, his pupils and his patrons, that he may be looked upon by every one in his community as a sincere, square man, courageous in his convictions and fearless in doing his duty. I think it possible for every Superintendent to create an educational sentiment in his community if he has the opportunity.

Of course he must have some time to develop this public sentiment. I agree with the statement that a Superintendent can not impress himself on a community very strongly in a few years. I think the statement, that five years is necessary in order that he may develop this sentiment, and become familiar with all the families of the town or city in which he works, is not too much, and especially this amount of time would be necessary to allow the community to become acquainted with all the work that he represents.

I sympathize with the statement made by the second speaker that the Superintendent should not be a suspicious man.

On the contrary he should be a man of liberal views and a man generous in his expressions toward every one. With reference to his work, he should be a man who is candid with his teachers, candid with his pupils, and candid with his patrons. He should be a man who is honest with his pupils and a man who is noted for fair dealing in all his critical. Now we are likely to be hypercritical. That is a fault that may be attached to any business. We may have suspicions that are unfounded. I know that there are many wicked people in this world, but I do not believe there are as many as we think. I know that there are many bad boys but still I do not believe there are as many as we think. I am aware that we have many mischievous boys and girls but I do think that many times it is misdirected

energy and we must realize this in order to guide and control our pupils.

Again a Superintendent should not be suspicious with his teachers. If at any time he should have suspicions which he believes are well founded, he should not make these suspicions prominent. I very much deprecate that peculiar disposition which some persons have, of always looking for something that is wrong.

I can best illustrate this by the story which many of you have doubtless heard of the old clergyman who said to his wife, "Jannette, my wife, this is a very, very wicked world. Do you know there are only two good people in all this world, you and I, and I sometimes have my suspicions about you." I am inclined to feel that if the Superintendent is a man of good common sense, a man of good heart, a man of average scholarship, and a man of experience he will succeed in impressing himself on his community. And if he attempts to develop these qualities in his pupils, as they grow through the years he may serve his community to better advantage than any man in it. I am not here to question the power or influence of the Minister but his work is in the care of Souls, while the Superintendent's work comes into relation with more pupils, with more of the growing intellectual life of the children than any Clergyman in the community in which he serves.

The Superintendent can and ought to be a power for good in his community.

SUPT. C. L. VAN CLEVE: Because of the prominence given to the theme, by the discussions of the Magazine article of Stanley Hall, I would like to speak a word in regard to Mr. Dyer's paper. I am glad to know that no such sentiment prevails in Southwestern Ohio where Mr. Dyer lives. I am glad to know that sentiment is higher there than

in any other part of the state. While I am glad to know this, I do know that some of the things charged in Stanley Hall's article are true in Central Ohio.

I am reasonably familiar with the methods in vogue in the smaller towns and cities of the State. I want to say that church relations do not often prevail to elect a teacher, but the charge is true in so much, that, these same relations, sometimes prevent good teachers from being elected. I have sometimes known in Troy, that people would say in regard to an applicant, "Is she a Methodist? We already have enough Methodists in the Schools, and we want no more Methodists on the teaching force." Sometimes the same things have been said in regard to the Presbyterians.

I know of a case of a young man, against whom one of the members of the Board voted, because he was a Democrat. It was a shame, and the sentiment against it should be made a great deal stronger. There are many abuses which work against the good of the schools. Because a woman has been unfortunate enough to lose her husband, and desires to keep her little family together, she must have a place in the schools, though she may not be especially fitted for the work.

I believe this is true in many of the cities of Ohio. While I am reasonably familiar with the methods in vogue in many parts of the State, I have gathered my information largely from the talks with various Superintendents. I was pleased to hear about the courageous Superintendent but I do know of some courageous Superintendents, who have lost their positions because they opposed these practices.

I believe there are cases in which politics cut some figure, and there are cases where church relations cut some figure, and we ought to protest against it.

President Bonebrake: What is your

remedy for it? What would you suggest as the cure?

Van Cleve: Just as suggested, that we take a stand against these charges in the Magazine article, especially that some kind of professional skill and professional courtesy be established in this State.

DR. PURINTON: I was somewhat surprised with what the speaker said in regard to a suspicious man, and especially with regard to an over-suspicious man. As a Superintendent of course I would have no right to discuss this question in regard to Superintendents but I think I might speak of it in regard to college presidents. I am reminded of what a student in college said the other day in regard to a Professor. The Professor had praised her as a student saying that she was a good student but a little too "skittish." Now that reminds me of a team of horses that I like to drive when I am at home. One of them is always scaring and the other never scares. The one that scares at everything, impresses people most at first. The other sees everything that is necessary to see but does not act foolishly. Now some school men like this horse scare at everything they see. I do not believe that a man need be doubly blind and not see what is going on. I do not believe that a man can jog along better with two blind eyes. I believe the educator should see everything in the community, but should not let every body know that he is scared. If he does his duty he need have no fear of succeeding in his work.

SUPT. J. W. ZELLER: I have listened with pleasure to the discussions, but the most vital subject to me is contained in the inaugural address.

The President called our attention to the fact that the length of time our schools are in session has materially increased, and that our courses of study

have been enlarged in a majority of the schools. He also said that our grade course has been very much enriched and that our appliances have been increased, and that in many other directions we have made great progress, but at the same time it seems to me there is one point that is overlooked. I think there is a line along which we have not made enough progress. We must remember that this is the great state of Ohio. It is a state that has produced great men in statesmanship, men who have made a great record in the world's history. It is a state which has produced many eminent educators. Ohio has produced a Mann, a Henkle, a McGuffey, a Harvey, an Ogden, a Hancock, a Tappan, and a Stevenson. We are the heirs to a rich inheritance from these men. They have transmitted a great educational legacy and it is for us to enlarge and improve what they have so grandly transmitted to us.

It seems to me that we should do more in training teachers for their work. I think we are weak along that line. I agree with Brother Jones that the chief factor in this state is the teacher, and the truth still remains that we have not made sufficient provision for the training of our teachers.

The teachers from the rural districts and towns come to us sometimes without this training and we ought to provide for it.

I want to criticise one feature of this association. Last year a committee was appointed on the "Condition of Education," and I have looked forward to that committee for some good results in regard to the condition of education in the Ohio schools. Another important committee was appointed on "School Legislation." These are two of the most important committees to my mind in the association, from which we should expect much. They have not made any report and I believe both of

these committees are as dead as Julius Cæsar. It seems to me that the committee on the "Condition of Education" should have held a meeting, and brought forward some plans and methods for the improvement of education, and that they should have made a report to this association. I believe that such a report would do much good along this line. I believe it would be a good thing for the rank and file of our teachers to give them a professional training for their work.

SUPT. F. J. ROLLER: We certainly have been very highly entertained with the papers that we have heard this morning. I am sure that we were all very much pleased with them. I do not know that I can add anything to their value and I am sure that I shall not attempt to take anything away from them. I was thinking while Superintendent Simpkins was speaking how important are the duties of the Superintendent. I was thinking of the importance of his work in guiding and controlling and guarding his pupils against the dangers of life. I think it is true that in our public school work we should train the pupils to overcome the obstacles of life by calling their attention daily to it. I believe the average high school graduates on going into the world experience a great disappointment in the work of life. Have you not known of many cases of this? I do not say that this should be, but we all know that during the last year when the student is dignified by the term, senior, and as he approaches the commencement day, he is fostered and toasted and then some celebrated divine comes in to deliver the Baccalaureate Sermon and eulogizes him and tells him how well he has done and how much is before him. When commencement day comes his friends are all there and heap upon him eulogies of all kinds. The boy is told that the world is waiting for him with outstretched

arms. In fact he is told that the world has been waiting for him a long time and this boy goes out with this idea that possessions of all kinds are going to be his; that everything will be lovely on the road he travels both right and left. He goes into the world to realize that he must fight his way to success. I believe that every Superintendent should guard against such deception. I think sometimes it is due to this that we hear so little of pupils after they have left the commencement platform.

PROF. E. W. COY: I want to say a word in regard to the corruption of school boards. Perhaps it may be regarded as a little bold in me to speak on this topic as I am a member of the school board. I have been a member for many years and I assure you I have not gotten rich either. It would indeed be very surprising, if among the hundreds of school boards in Ohio there were not some corrupt men on them. It would be surprising if there were not some corrupt men among the many hundreds selected every year on school boards. In the main school boards are honest men. They are usually representative men of the community in which they live. I have known many school boards in my life and I think I can safely say that I never knew a school board which would not do the right thing if it knew what it was. There may be some cases in which unprincipled men do get into these boards, but as a general rule, if they can be made to see what is right they will do right and deal justly in their operations.

SUPT. J. F. LUKENS: In some respects the Superintendent we have in our minds is an ideal. He is generally a marked man in the community in which he serves. He is generally the best scholar in his neighborhood. He is generally a man of the highest intelligence. He usually has the best library in the community. As a rule, he is the

best traveled man in the community. He is generally the best known man in all the community, and he is usually the best talked of man in all the neighborhood. He therefore, ought to be, in all these relations to his community, unequaled by that of any other man. He ought to be known as a scholarly man. He ought to be known as a pure man, and he ought to be known as a Christian man. He ought always to be found in the meetings in the community, called for benevolent purposes. He ought to be in the meetings called for church purposes. His voice ought to be heard in all these meetings. He ought to be found in all the meetings that are called for the commercial interests of the community which he serves. He ought not to be afraid to stand in the political meetings of his town.

He need not be a partisan in exerting his principles, but no one should be in doubt as to his principles. You know there are some men who are afraid to stand for what they believe. They hide their church relations, they hide their political relations for fear some one will vote against them at the next election. I do not believe in this, and that is not my ideal of a Superintendent. I have been very much pleased with the independence of the papers read here to-day.

The Superintendent has the highest opportunity before him. He has the opportunity to be a many sided man, a man of much usefulness. He should be at home in the work shop, at home in society, and at home among his people.

SUPT. J. A. SHAWAN: I want to concur most heartily in what Mr. Coy of Cincinnati has said. In my 16 years' experience I have served under boards that were democratic, in boards that were all democrats but one, under boards that were all republicans, and boards all republican but one, and I am now serving in a city where the president of the board is a member of the minority party. I

think our schools in Ohio have been very grossly misrepresented in this article. In all my experience I have never known the Teachers' Committee in a single instance, to discuss the political qualifications or the religious opinions of the teachers who came before them for appointment. I have known of some religious discussions but that was for the purpose of doing the fair thing by them. Of course there were differences of opinion, but the right in every instance prevailed. I do not believe for a moment that the city boards of education are corrupt. Of course, I am aware that in the nature of things we sometimes have members elected to the board who do not represent the highest ideals that we desire to have on the board. But so far as I know in my experience the board has stood by what they believed was right in every instance. I think that the teachers ought to denounce all these assertions that are being sent out broadcast in this way.

SUPT. E. B. COX: I have nothing further to say but desire to corroborate what has been said by Mr. Coy and Mr. Shawan. In Xenia, during an experience of sixteen years, I never knew a single instance where a teacher was approached, or a suggestion made, leading to the idea of corruption. I think we have never had an appointment made of that character. I believe that boards of education are honest. I am firmly of the opinion that honesty and integrity prevail in every board. I believe the charge is untrue. I do not believe that, in general, corruption exists among school boards.

SUPT. PARKER: I object to being called out so soon after dinner. I have not had as much time since dinner as the President had after breakfast. I have no excuse for making a long speech. He claimed the acoustic properties of this hall were not good, and so

he took longer time. I noticed that those who followed him did the same thing and ran over time from five to ten minutes. We had no time to discuss these questions when they were fresh in our minds. I am in sympathy with the President's paper in the main. He says "that Ohio has been a very conservative state in regard to the educational affairs." He thinks we ought to adopt new methods. I think we are doing that. I think we are doing it fully as rapidly as it is for the good of the schools. In the country I believe there is but little change, only not quite so well. The country school academy furnishes many young men for the colleges, and the city high school does the same. I believe the men from Ohio thirty years ago were just as able as those who go through the schools to-day. If we go back, how many great men do we find. I think we shall find as great statesmen, as eminent lawyers and divines, as great physicians as we shall find to-day. In fact, I believe eminent men were as numerous in proportion to the population in Ohio then, as such men are to-day. They had progress in the schools when they did not have all these things that men of this later day have. The progress of our schools does not depend on the amount of new things. I think if we are going to adopt all of these new plans it would be wise to leave some of the things out of the curriculum. I met a man in Sandusky who said "I wish the teachers of Ohio would do more for the children than they are doing. The pupils go through the high schools and can pass a respectable examination. I know of one boy in Sandusky of this kind, who, in passing an examination for a cadetship only made forty per cent." We put on so many new things and we do not teach well the things that we teach. We ought to make prominent certain lines of study, and these other things ought to be made to come in incidentally. We should place

more stress on being thorough in certain lines of study, and the ones that are most beneficial in the development of the minds of children under our care. I believe Ohio has done a great work in the matter of education. I was talking to a gentleman about Ohio men, and that the Ohio man was to be found everywhere, in all the lines of business as well as in the professional lines, and the man said "that he thought it might be accounted for because we had so many colleges in Ohio, which enables more young people to get a college training than in many other states."

We are apt to criticise Ohio for having so many colleges, but I think that we get better results than if we had but one or two great universities. I believe that the college system of Ohio has accomplished as much as any other college system in the country. I am glad that we have been a conservative state and we are working toward what seems to be for the best interest of our schools.

SUPT. POWELL: I just want to add a word concerning the comparison of methods of the present with the methods in use in the earlier times to which Superintendent Parker refers. I had not long ago an experience which illustrates what I desire to present. Two members of the board of education visited my schools. One of them was an old man and the other one was a young man about my own age. These gentlemen visited the schools and made some observations. The elderly gentleman remarked concerning the teaching of spelling saying that we are not accomplishing in spelling, what they did when he was a boy. The other gentleman rather surprised me by saying that he regarded the methods of to-day far superior to those of former years, and that we accomplished more permanent results. The old gentleman remarked that he believed in oral spelling. The other gentleman said, "My little girl who is only

12 years old is a better speller than I am."

I think, my friends, that this illustrates not only the spirit but the view that parents take of the matter. You know that everything must be practical in America for Americans. I believe we are doing everything that is useful and that we are doing everything as well as or better than it was done when you and I were boys.

I believe we are developing the souls of the children. I see more in our schools and a school training than a mere knowledge of grammar, geography and arithmetic. I see in our school training that which prepares them to receive knowledge, and that which develops a taste for literature and science. I believe while we are having this larger training, this teaching that develops the souls of our boys and girls to appreciate the beauties of literature, we have at the same time improved in our tests, or even in the formal examinations. I am not prepared to dispense with the tests just yet. I believe it well to have these essentials carried forward and to hold fast on that which is good. I used to think Ohio was a little behind some of the other states, but I think it may be safely said that even some of the Quincy methods come from some of the teachers in the Ohio schools.

SUPT. VANCE: It strikes me that when we come to discuss the mental equipments furnished the children of to-day we ought to take into account the relative value of the standards we set up. I am not old enough to know but from the remarks of Superintendent Parker that the world is being filled up with another generation who are not as well equipped as the boys and girls of 50 years ago, it would seem that we trained better men under the old régime than under the new. We know that Alcibiades was a rare cultured man and able to turn his hand to many things. I am not sure that the recommendations

of the Committee of Fifteen are going to develop within our boys and girls any more power than the old way and I say I am not sure about this. I am here to gather notions and to learn. I believe that we are sending them out to-day with a better equipment than ever before; with a stronger mental capacity, furnished with a richer endowment and a greater breadth of culture than we have ever done before. It is not a question, to my mind, as to whether he can pass a better examination, but whether he is better able to do the world's work than before. I believe as I said at first, that our schools will measure up to a very

high requirement but I would like to ask whether the sentiment against promoting the children without tests is because they believe they are not able to measure up to the tests. Do these two things go hand in hand? Do we fear the results or do we recognize something less of thoroughness? I think we are discussing in a circle. The essentials of education in your mind is different from the essentials of education in my mind. I think we are at sea and that some of those men who have been working out the problem should drop out an anchor to us that we may know where we are.

ARE NOT THE COLLEGES DEMANDING TOO MUCH OF OUR HIGH SCHOOLS?

PRO—SUPT. E. J. SHIVES.

A Cleveland daily of last March contained the following statement: "THE HIGH SCHOOL COURSE OF STUDY was the topic for discussion Saturday evening before the Round Table at the Forest City House. It was shown that the high school and the college are no nearer together than they were ten years ago."

I am forced to go even further and state that the connection between high school and college is not as easy and natural as it was thirty years ago. I am told that thirty years ago Ohio high school graduates could enter almost any college in the country without conditions; and in some instances they were permitted to enter the Sophomore class. At present, comparatively few high schools meet the requirements of the college, not because the high school courses of study have degenerated, but rather because of the increased demands

made from time to time by the colleges. Our high school teachers frequently feel that they are obliged to work in the face of almost insurmountable difficulties which the colleges place in their way.

When the high school graduate presents himself to the college faculty for matriculation, he is told that he is not fully prepared for the Freshman class. He may be admitted on conditions or on trial, but he is given to understand that he is not in full fellowship with his class. All this because he has committed the unpardonable sin of graduating from a high school, and not from the preparatory department of the college which he seeks to enter.

I stand before you this afternoon not simply as a city superintendent but also as one who has had more experience in college teaching than in public school work, and I know whereof I speak. No one can deny that the existence of the college preparatory school has preju-

diced college faculties against high schools. Well do I remember the day when I sought admission to the Freshman class of the college located in my native city. I had four years of Latin, three years of mathematics, two years of Greek, and four Sciences to present as my credentials, but they were of no avail. I was obliged to take the entrance examinations; and although I was admitted to the Freshman class, I felt during the whole year that I was looked upon with suspicion by those adjunct professors who taught both in the preparatory department and the college.

But this is not the only difficulty that confronts the high school graduate.

Let us for a few moments examine the admission requirements as laid down in the catalogs of some of our Ohio colleges.

We will first take two representative colleges and compare their entrance requirements in English. In one of the catalogs we read as follows, "The candidate must show that he has studied some of the great masterpieces of Literature, that he appreciates the purity, precision, clearness and energy of their style" (sounds like a text book upon Rhetoric), "that he understands what gives them their beauty and popularity, and makes them fit models for all who would write with power and success. Each student applying for admission will be required to write a short essay on one of the several themes assigned at the time of the examination. The themes will be selected from the following works, with which each student is expected to be familiar." Then follows the list for '96 which is as follows:

"Shakespeare's *Macbeth*, Goldsmith's *Vicar of Wakefield*, Tennyson's *Idyls of the King*, Emerson's *American Scholar*, Irving's *Sketch Book*, Dickens' *David Copperfield*, Scott's *Ivanhoe*."

Now compare with this, another catalog which reads as follows: "The ex-

amination in the following texts will presuppose a thorough knowledge of the elements of English Grammar, an intimate acquaintance with the texts—subject matter, vocabulary, plot, characters, scansion, figures of speech, grammatical peculiarities, memorized passages—and a general conception of the place and relative importance of the author in English Literature." Then follows the list for '96 which is as follows:

"Shakespeare's *The Merchant of Venice*, Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas*, Webster's *First Bunker Hill Oration*."

You will perceive that the works for '96 mentioned in the two lists are entirely different.

Now I criticize not only the lack of uniformity but also the quality of the work that is expected of the high school boy and girl. As is stated above, the entrance examination "will presuppose a thorough knowledge of the elements of English Grammar, an intimate acquaintance with the texts—subject matter, vocabulary, plot, characters, scansion, figures of speech, grammatical peculiarities, memorized passages—and a general conception of the place and relative importance of the author in English Literature."

This sounds well and no doubt was written by a professor of English, but if the high school boy and girl are expected to do this kind of work before they enter the Freshman class, what is left for the college to do along the line of English?

High school pupils should be well grounded in English Grammar, and it is well enough to require the reading of certain standard works, but who thinks for a moment that the high school boy or girl can acquire such a critical knowledge of the works of Shakespeare and Milton?

Some high schools are endeavoring to meet these requirements but they are do-

ing it at a sacrifice of time that should be devoted to English Grammar and elementary work in composition. The fact that some of their graduates cannot pass the county teachers' examination proves this statement.

Some one has said that "High schools are teaching the physiological and psychological aspects of Hamlet. High school teachers have become 'professors', while high school pupils carry on 'original investigations'. High school classes have their class organizations, their secret societies, their periodical publications, and high school graduates their 'class days' and 'commencements'. All the social and intellectual machinery of the college is fast being imposed upon the high school."

Rhetoric and Literature should be in every high school course of study, but high school pupils can handle these subjects only in an elementary form. You teachers who think the average pupils of your high schools are doing the advanced work in English as demanded by some of our colleges are certainly deceiving yourselves.

The work in English that should be done by our high schools is in my judgment clearly and concisely stated in a report made by a committee to the Massachusetts Teachers' Association.

The report says, "No educational influences are more important than those which give right direction to the taste for reading. It is not merely against those books which mislead the conscience and studiously present views of life that are fundamentally false, but also against those that merely interest and consume time, but neither elevate the taste nor heighten the life. The best that the schools can do, is to provide for the reading of a large number of helpful and inspiring books, in a manner to make them fairly enjoyed. Whatever else in our courses may come and go, the thoughtful reading of good books and

constant practice in composition work should like Tennyson's brook go on forever."

Leaving the English let us take up the subject of Mathematics.

Experience has convinced me that advanced Algebra and Solid Geometry should have a place in the Freshman work of the college. After superior work has been done in Algebra as far as quadratics, and in plane Geometry, the spare time at the disposal of high schools could be well spent upon the subject of advanced Arithmetic. In fact there are many problems in Arithmetic which cannot be thoroughly understood until elementary Algebra and Geometry have been mastered. Moreover much better work can be done in advanced Algebra if it follows plane Geometry. The mind of the average high school pupil is not sufficiently matured to grasp the intricate problems in higher Algebra and solid Geometry. If the colleges will place these two subjects in their Freshman year and Trigonometry in their Sophomore year they will be taking care of all the *required* mathematics that should be found in any college course.

In attempting to raise their standard for admission, the colleges have for the most part made an increase in demands along the line of the classics, and it is just here where the high schools were least able to comply with the added requirements.

One of our larger Ohio colleges publishes a catalog that contains an admission requirement in Latin which I regard as quite a curiosity. Listen to the demands made by this college, not only for admission to the classical but also scientific Freshman class.

"Cæsar, four books of the commentaries; Cicero, eight orations; Vergil, six books of the Aeneid, the Eclogues entire, and three books of the Georgics." In a note we have the following concession (?): "The last six books of the Aeneid may be offered in lieu of the

Eclogues, Georgics, and four orations of Cicero."

In this latter case, the demands of this college are four books of Cæsar, four orations of Cicero, and *twelve* books of Vergil—think of it, twelve books of Vergil! There are many educated persons who do not know that there are twelve books of Vergil in existence. The professor of Latin in this particular Ohio college must think that a child is fed Latin from the time he enters the primary grade until he graduates from the high school.

You may claim this to be an extreme case, and yet the Sandusky high school is called upon every year to prepare pupils for this very college. Such pupils do all the work they possibly can before graduation and then after commencement we give them a post-graduate course in Latin to specially fit them for this particular institution.

If the Ohio colleges will modify their admission requirements in Latin and ask for four books of Cæsar, four orations of Cicero, and four books of Vergil, I would predict that high school graduates would come to them with a better preparation in Latin than they now have. The decrease in quantity would be greatly overbalanced by the increase in quality. If the colleges would be specially anxious to have more of Cæsar and more of Cicero read than I have indicated, then they should take care of Vergil in their own Freshman classes.

Let us now consider the Greek for a few moments. Many leading educators deem it a wise plan to eliminate the Greek entirely from the high school course of study. They claim we would have better Greek scholars if students would begin this study after they enter college. However this may be, I do most emphatically object to placing Homer's *Iliad* in the high school curriculum.

Many of our Ohio colleges demand this study for admission to the Freshman class of the classical course.

There are two serious objections to placing the *Iliad* in the high school course of study. In the first place, it is no easy matter to secure high school teachers who can teach Homer's *Iliad* with satisfactory results. Because a teacher of Greek can successfully teach Attic prose is no indication whatever that this same instructor can teach the *Iliad* in a creditable manner. All students of Greek will bear me out in this statement. It may fairly be presumed that a successful teacher of Homeric Greek will be likewise successful with the Attic, but this does not prove the reverse to be true by any means. There is as much difference between the required qualifications of a teacher of Homer and a teacher of Xenophon as there is between an artist and a house painter.

Of course this objection can be met in college preparatory schools by handing the class in Homer over to the professor of Greek in the college.

The other objection I desire to raise against Homer will be applicable whether we place the *Iliad* in the high school or in the Freshman class of the college. The change of dialect from the Attic to the Homeric is too abrupt, to place with safety the *Iliad* so early in the course. It has a tendency to undo the previous work in Greek. I would like to ask some professor of Greek why Homer received its present position in the course of study. I have no doubt he would be forced to admit that the lack of a suitable book to fill up the gap was the real reason the *Iliad* was selected for this particular place. Homer was not required for admission to Yale until 1873.

Dr. Keep says that on combining his senior and junior classes for the purpose of reading Greek at sight, he was astonished and grieved to find that the juniors could read much more readily and ac-

curately than the seniors who had studied the language a year longer. Dr. Keep acknowledged that the year spent upon Homer, coming as it did before the Attic dialect was mastered "had been worse than lost so far as regards work on the masters of Attic prose."

The college admission requirements in History and Science are as a rule not too severe. There is no reason why much of the elementary Sciences should not be taught in the high school. All subjects that cultivate the powers of observation, such as Physiology, Botany, and Geology, might be given over almost entirely to the high school, especially since these subjects are now reaching down into the grammar and primary grades.

Many of our high schools are able to meet the college requirements in German, but very few can find a place for French in their course of study.

We must continually keep before us the fact that the public schools do not prepare their pupils primarily for colleges. From the nature of the case, the high schools are obliged to recognize the wants of the great majority of their pupils who will never go to college.

College professors who have never attended the public schools often fail to understand the restrictions placed upon such schools.

The public schools have united primary and secondary education in such a manner as to prevent friction, and it now remains for the high school and college to make a complete union. Colleges and high schools are now to a great extent working along independent lines, whereas they should be the parts of a complete unit. Why should not the transition from high school to college be as free from difficulty as that from the grammar grade to the high school? The boy or girl who has completed the course of study in the Sandusky grammar school can readily gain entrance

to any high school in Ohio, and why should not our high school graduates readily gain entrance to the Freshman class of any Ohio college?

Prof. King of Oberlin says the necessary adjustment between high school and college "must involve some concessions, on both sides, of ideas and plans." This is undoubtedly true, and the high schools have for the past twenty years been making concessions, but the difficulty is that each college reserves the right to change its requirements from time to time regardless of the embarrassment it will place upon the high school. These changes are frequently made to suit the peculiar whim of some professor, who has sunk so deep in his rut as to be unable to see anything outside. Gradually one branch after another has been transferred from the college to the high school until the demands made by the colleges have forced the high schools to enter fields of work they should not seek to enter. If any mistake has been made by high schools, it is that they have attempted to provide too much instruction.

It is quite evident that the high school has faithfully endeavored to meet the demands of college matriculation. To a certain extent this is due to the fact that the majority of our high school teachers and school superintendents are college bred, and their sympathies are naturally along lines of college requirements.

But before we can hope for better things, we must ask the colleges to cooperate among themselves. The present situation compels a student to decide not only the question of a college education at the beginning of his high school course, but it actually forces him to select at the same time a particular college for which he must prepare.

Ohio has a college association that meets each year, and it would be comparatively easy to make proper adjustment with each other provided they will take

for their motto, "The greatest good to the greatest number."

We have in Ohio between thirty and forty colleges and the admission requirements of no two of them are exactly alike. In order to make our high school work conform to the admission requirements of the Ohio colleges, we would be obliged to have from thirty to forty different courses, and each pupil upon entering the high school would find it necessary to decide then and there what college he expected to attend, and then choose his course accordingly.

If colleges will lay aside their denominational and other prejudices, decide upon uniform courses of study, cease discriminating against high school graduates and in favor of the products of their own preparatory schools,—all this will go far towards solving the problem in question.

Some would suggest, and among them President Eliot of Harvard, that we so contract the work in the elementary grades as to enable pupils to enter the high school at an earlier age, but school superintendents will no doubt admit that when we attempt this we tread upon dangerous ground. Experience proves that the mind must reach a certain maturity before we can hope for the best results in taking up high school studies. It requires eight years of work on the part of the average boy or girl to complete an elementary education; if then the high school is able to fit these young people in three years for the Freshman class of college, no objection would be raised: but if on the other hand they are obliged to remain in the high school four years and then find they are not fully prepared for college, it is discouraging to say the least.

Competition among the colleges has at times brought about temporary concessions, but there is great room for improvement. Competition has also induced college presidents and college pro-

fessors to visit high schools in the interests of their institutions. This has been of mutual benefit. We trust they will continue these visitations; for in so doing, college and school officers will through personal contact come to understand better their mutual relations, and the former will perhaps in time be willing to limit their demands to what the high schools can do.

Harvard has been making concessions in her admission requirements that have shocked many college men, but no doubt experience will prove that Harvard is right.

Dr. White says, "Any step that will give two young men or two young women the advantages of a higher education, where only one now enjoys them, will be a great step in the way of progress." At present about one-fifth of our high school graduates attend college, and no doubt this percentage can be greatly increased by bringing the college into closer relation with the high school. The Ohio State University at Columbus has in various ways demonstrated the fact that she appreciates this intimate relation and she is already reaping the benefits from it. That gathering of over two thousand high school boys and girls upon her campus a few weeks ago will bear fruit for years to come.

In conclusion let me say that in my judgment Ohio has not too many colleges, as some people fear; but in order to derive the best results, there must be a more friendly co-operation among the colleges themselves, and there must be a closer relation between the higher and lower institutions of learning.

CONTRA — PRESIDENT J. W.
SIMPSON.

Before I begin this discussion I want to say, that if Superintendent Shives knows of any college in the state of Ohio that has ever refused to receive into the freshman class, any young man or

young woman because he was a graduate of the high school, he ought in simple justice to name the institution. I do not believe there is such a college in this grand old commonwealth of Ohio. To the discussion of a question of this kind, three great things are to be brought. First, mutual good will or reciprocity, and a kindly feeling and interest in one another. The debate of a question like this, ought to be characterized by a vigorous comprehension of the whole question under discussion, in its secondary and its highest aspects. Unless a speaker comes to the debate of this question with a mind open to the reception of still further light, ready to change his opinions and convictions whenever he is convinced that the present condition justifies such modification or change, we will debate this question in vain. Discussion for the mere sake of discussion, or for the sake of ventilating one's own opinion, or freeing one's mind, or letting others know where one stands, is useless. The heated debate may have a passing interest, but it is without value because it is without any permanent benefit. I shall endeavor to keep in mind in approaching this subject, the three essential conditions.

When your committee wrote to me and asked me to take a part in the discussion, I replied to them that if it was the object of the discussion to bring the college men and the high school men together, in order that we might talk together, and counsel together, and find out how we might accomplish it, that it would be a good thing, and that I would be glad to make any effort in my power. But if it was to get and give back what cross husbands and wives call a "piece of their minds," it would be to debate in vain. The discussion of this question ought to be characterized by a vigorous comprehension of the whole

problem. I have had two preparatory schools under my care, and know something of the difficulties with which they have to contend. I stand ready to change my personal convictions concerning this vexed problem, whenever the light shall break in upon me, or when we shall reach an intelligent conclusion of this discussion. This is why I sincerely regret that the question is placed in this form. It suggests any variety of discussion or opinion. It operates just as water thrown on a fire, either the fire is extinguished or the water is put out. It means either that the college or the high school men will be annihilated. Such discussion would be useless, for it would destroy our efforts to come together in this discussion. During the four years that I have been president of Marietta College I have visited high schools during the winter term for the purpose of expressing my interest in them and to find out in what ways the high schools and the colleges might be brought into harmonious co-operation. I have spent many hours that might have been spent in sleep in preparing high school and commencement day addresses. It was done to advertise the college, to create an interest in its work and to bring in students to the college. What I have done has been done by other leaders of Ohio institutions of learning. You may travel over this country from the Atlantic to the Pacific, and from the lakes to the gulf and you will not find a body of men more interested in the education of the young than the presidents of Ohio colleges. I know they are men who study this question from every standpoint, that of the college as well as that of the high school. They are familiar with the course of instruction in the college curriculum.

Then again to the discussion. He who comes to a question of this kind should come with a mind open to the

reception of light, and a mind that is ready to change its opinions whenever convinced that they are wrong; a mind that stands ready and open to suggestions which are justifiable. Unless we come to this question in such mind, we shall debate this question in vain till doomsday. I am profoundly interested in the work of secondary education. I have done as much work in this as I have done in college education. I tell you, gentlemen of the high schools, I stand ready to change my convictions whenever the light shall enter my mind and convince me that I am wrong. On the college side I desire to say that the college entrance requirements are determined by the work which the college must do, and the work which the college must do is determined by the purposes lying back of the college education. In what I shall have to say this afternoon I will not refer to universities, especially universities in reality as well as universities in name. What then is the mission of the college? It is mental keenness or the power of developing our faculties so as to fit us for the efficient and faithful performance of the work of life. Dr. Parkhurst says in speaking of a preparatory system of education that we must fit men justly, efficaciously, and magnanimously, to discharge the duties of office, public and **private**, as well as the business of the world. Spencer says that the supreme function of education is to prepare us for the completest life. These great purposes should run like golden threads through college work and help us in the possession of knowledge and which will fit the student to discharge with **fidelity** all the duties which may devolve upon him in any sphere which he may enter, whether in the home, society, church or state.

Dr. Parkhurst says we send our boys to college for mental discipline, not simply to fit them for any kind of work,

but to bring the body and mind to the completest and best development and to enlarge and develop the faculties. It is simply getting ready not for this or that or the other, but simply getting ready. It is simply planting a foundation on which the superstructure may be placed. If they never have any foundations there can be nothing worthy built upon it. Spencer very truly says, "The primary function of education is to prepare us for the completest life." Emerson in speaking of education said it should be commensurate with all the objects of life. In other words the purposes of an education which should run through it all, should be to prepare the student to discharge the duties in any sphere in which he may enter. Now, I am well aware that this runs counter to the sentiment respecting admission to the college. We have big notions of business, of morals, of constructing railroads, of tunneling mountains, of heating by steam and lighting by electricity, and the making of important discoveries. So we pass from one thing to another with great speed and now in this country the conditions are all favorable to the development of this feeling. Our meeds of praise and crowns of honor are placed upon the head of those who attain eminence in the republic, in politics, in the extension of trade or in devising means and facilities for the greatest possible increase of wealth and power.

Liberty with us has come to mean the opportunity to acquire or gain notoriety. Even education is now largely understood to refer to the development of the faculties which have to do with the constructive material prosperity. The inevitable consequence of this utilitarian ideal, is not only a clamoring for the studies which can be immediately utilized in the different trades and callings, but in the beseeching of the higher institutions of learning, to provide nar-

row special courses which will lead quickly to success. Why, gentlemen, the liberty in this country means little more than the opportunity to gain wealth, and to attain position. This spirit is clamoring and beseeching our institutions of learning, and some of our colleges have yielded to this low material utilitarianism. They mutilate their curriculum in order that they may graduate a larger number of young men, or lower the requirements of entrance to the college, because young men are not willing to wait or to achieve independence in patient toil. The young man tells us he can not afford to take so long a time to prepare for a profession, and wants to enter the school that will place him first in the field. They are willing to attend a school where they may get a good deal of trashy knowledge that will enable them to gain a competence. There is too much of this spirit. If a man is to be a minister, it is to despise the toil that will fit him for the duties and responsibilities of his work. If he is to be a lawyer or a physician, the only desire is that he shall be able to get fees and retainers. This idea is built upon the supposition that the college is simply an aid to this end. It is not built upon the capacity of the college to fit for life work, upon that intellectual and moral excellence, upon that broad culture that is necessary to the completest success. In any true conception of life there is little place for individualism.

I protest against the utilitarian idea of the college in the interest of the individual himself. I tell you the specialist is in danger of losing his name. I protest against this utilitarian idea in the name of the specialist himself. I protest against this, not merely for the specialist himself but in the interest of truth. The mission of the college is not for getting of any kind, either of wealth, power or fame. The true mission of the

college is to prepare the student for giving. The true philosophy of education has at last forced itself to the front. Now if this is the true mission of the college, then it is clear that the curriculum of the college must be in accordance with the work that the college has to do.

It demands the highest grade of scholarship. It is the true mission of the college to give this high grade of training. Now if we fully realize the mission of the college, we must acknowledge that the preparatory work can only be done by a curriculum which provides for this necessary training. Now if this is the true mission of the college then it is clear that the curriculum of the college must be in accordance with the work that the college has to do. There are the languages, the sciences, logic and psychology. These are essentials in the structure of a complete education. We have to put in the disciplinary power of mathematics. They lie at the base of physics. They will be of use to the student in giving mental drill and mental discipline. Then we must have logic and psychology because they teach the student to reason and to think. These things are necessary to rouse the mind and give it a power that nothing else can give. The work for entrance to college must be in accord with the work which the college has to do. Those studies must be taught which have a disciplinary value to the student. The pupil must be trained in the power of observation. These studies take our little conceit out of us, and have a special disciplinary value. Then we must have the mathematics. They help us and give us mental drill and mental discipline. Then we must have logic and psychology. They teach the student to reason and to think.

Then we must have literature and history. You can not mingle with the geniuses of other days without catch-

ing something of their life and spirit. Unless we drink deeply we have not that foundation that is necessary. Then it is that we begin to understand that the loftiest powers may be ours. Beside the enlarging of the mind, we must make the student look beyond material prosperity which now governs politics, and regulates all the phenomena of life. Gentlemen of high schools, we are standing in the midst of a social revolution. The tendency of our age is to emphasize action rather than that of training. Culture is necessary for the individual and the national strength proper. Our aim is to have and to do rather than to be. Our ideal is that of national progress rather than international development and perfection of man. This is not merely said for effect. It is shaking the tower of society to its very depths. There are differences between labor and capital. There are discussions of the relations between the employer and the employee. There is much prejudice in these discussions. This is a problem greater than any one problem in any of the centuries that are passed. In some of these questions we are relapsing instead of advancing. These questions demand a right understanding and a proper solution. They demand a careful study of political economy, for in this world one man's welfare is bound up with another's good.

Interested as I am in the work of the secondary schools I can not see how it is possible for the schools of Ohio to do less in the work of preparing students for the college work if we are to accomplish the work we have to do. Since physics has been hitched on to electricity, and discoveries have been made, and chemistry is reaching out in every direction, the colleges must meet these demands. These studies which lead up to these demands must be placed in the college curriculum. Even the classics are opening out with a richness that is

greater than it was twenty-five years ago, causing a vast increase in knowledge, and causing a vast increase in the demands of knowledge.

Just as long as the colleges have to do the work demanded, they must and will provide for it in their college curriculums. As long as the colleges are under obligations to meet the demands ever growing up, so long must they provide the facilities for meeting them. The only way you can stop this is to kill all the investigators, and hang all the thinkers. You must make an adequate provision to meet the demands of the times. When you come to look on this great work you will see that the colleges have nothing to do but to meet the requirements and obligations laid upon them by the demands of the age. Besides the utilitarian idea we must care for the philosophical. Right here is where I apprehend the great difficulty occurs—in the adjustment of the secondary and higher education. This brings me to the relation of the college work to the work of the secondary education.

DISCUSSION.

C. L. LOOS: I want to say as a representative of the High School teachers, that I heartily endorse everything that the President has said regarding the work of the college. His address is full of intelligent thought, and I am sure we will indorse the thoughts presented, and recognize the value of all the things he has talked of in his address. But there is a question that I want to ask. It is the real question before us. I want to ask of the college men present here to-day, why is it that the colleges of this state do not adopt some uniform method of entrance requirements? Such a method as has been adopted in the New England states and western states and by Harvard and Yale and Cornell and Prince-

ton? Why not have a uniform method from the Atlantic to the Pacific? Why do not the Association of college men who meet together in this state, adopt some uniform plan and stick to it?

We have been trying to reach a uniform requirement under the colleges in this state, but after a plan has been agreed upon, then some of the colleges adopt something else that they consider better. How can we adopt a course of study that will fit our pupils for college while this state of affairs exists?

It is not a question as to where the college curriculum begins, or what is required in it, but we want to have a starting point and to know what that point is. I agree that the pupil must have enough of the Mathematics and enough of the English to do the work required in the college course, but we want to know definitely what that is, and to have it uniform.

The paper is all right, but I want to ask this question of the college men.

DR. PURINTON: So far as I know, the answer to the question of the gentlemen just given, is to be found in the inaugural address of your president this morning. You will remember that he spoke of the Ohio individualism, and it must be this Ohio individualism that prevents the plan of uniformity.

Secondly, I want to say, that notwithstanding this great diversity that is spoken of, I do not know of a college in Ohio, that will refuse a student, who has the equivalent for the work required for entrance to the college classes. I am sure that any young man who comes with the requirement will be admitted, and that equivalents for the entrance work will be accepted.

DR. THOMPSON: I have great faith in two or three things. First I have great faith in good common sense and I have great faith in honesty. My faith in both has been shaken by my ex-

periences in high schools and colleges. I have struggled for five years to come to a conclusion and I have not been able to do so. Now brethren let us look at the facts. There have been wrong impressions on both sides which I think a little effort might remove. In the first place the colleges are not going to the high schools and the high schools are not going to the colleges. If you want to get them together just appoint a committee to report at the next meeting and I guarantee that you will have a first class Punch and Judy show. We proposed a few years ago in the College Association to have a simple agreement between the colleges. It was a very easy thing to draw up a simple agreement and sign it, but we soon found out that an agreement which was one thing on paper was quite another thing with the student. We said to a young friend applying for admission to college, "We are on an adopted platform and we insist on the requirements." The young man said, "I go home then," and the College President said, "Oh, don't go home." Now we have said state co-operation is a good thing but we don't co-operate. Now as to what we will do. In the Miami University Catalogue we have said we will receive students from any one of the high schools of the state provisionally. That is all any college can say. A young man who graduated in one of our classes wanted a recommendation to teach in a high school. I refused to give him a recommendation. He said, You are going to graduate me. Yes, sir, I said, we are going to graduate you because we can not help it.

I would not recommend some of the graduates of the Miami University for advanced work. Now you know what the high schools do. You graduate a good many boys and girls because you can not help it and I do not blame the high school system. Now suppose

Miami University should say we will take all the students that the high schools graduate simply because you say your graduates should go further. The fact that the boy or girl has graduated is not evidence that he should go into college. Now we accept the certificates provisionally. We put them into the classes for a month and if they show their ability to proceed they are allowed to do so, if not they are asked to recede. A certain superintendent sent me a boy a few years ago saying he was all right, and he was, because we can always depend on his word. Another boy was sent to me by another man, and this boy was defective in his training, because he was prepared by a man who did not know what he was training him for. Now brethren, let us be honest in these matters with each other and there will be less trouble. *

PROFESSOR E. W. COY: I have been very much interested in this stirring up of college men. I was very much interested in it at one time myself. I was on a committee to see if we could not come to an agreement. It did not amount to anything but we conferred all the same. This subject always comes up when college men and high school men get together. Personally, I am not much interested in what the colleges would do. Our students generally go to the Cincinnati University or to the eastern colleges. I do not believe that any college in Ohio ought to receive all of our high school graduates without any examination. Most of the colleges receive students on my certificate. There are a great many to whom I could not give a certificate. As to uniformity it seems to me that if the Ohio colleges can not get together and adopt a uniform plan, the high schools would better get together and send their students to some other colleges. I have noticed one thing, that what is on paper

and what is really in the college are two different things. I doubt very much the wisdom of a committee. I doubt whether it would do any good. I think there is a deficiency on both sides. I think many of the high schools are not up to the ideal. The only thing to do is to labor and wait. We will grow better and we will prepare students for respectable colleges and respectable colleges will be ready to receive them. I think it best to go on and improve your course of study whenever you can. The important part of the business of the high school is not to prepare for college. The larger part of our high school pupils do not go to college. I believe in a good high school course whether the boy goes to college or not.

PROFESSOR BOUGHTON: As the work in English and the teachers of English have been called out, I want to say a word. A student should be able to speak and write sentences correctly. We should demand that if a child is to be taught in English literature, it should be done in such a way, that the child will love literature. I do not care much what the High School teacher reads, if he will only teach the children to love literature and to love poetry. I think English training if attempted at all, should be well done.

PRESIDENT ACKERMAN: It seems to me that it has not been taken into consideration in the discussion of this question that the college course of study is a complete whole and that the high school course is a complete whole. If that is done it is done for the majority and not for the minority. The result is that our time is put on studies, reaching over into the college course. Take psychology for instance. No college can accept the work done in psychology by the high school. Now if the time was spent on something else they would enter college in better condition. While

the requirements of the colleges are not the same, still the requirements amount to about the same thing. I will say that the school with which I am connected will accept equivalents for work required in our preparatory course. Colleges have different ends in view. They must necessarily therefore have different courses of study and this makes some difference in the preparatory work. The object of the college is training and the requirements which the colleges ask of the high schools are, I think not so great.

PROFESSOR SEELY: I want to say in the first place I believe Superintendent Shives was right in what he said, and I believe that Dr. Simpson was right in what he said, but "two wrongs can not make a right." We can do it by putting two rights together. This is the day of reformers. It is much in evidence in municipal governments, and in national affairs. We have also our educational reformers. Dr. Thompson has given us some of the points but not all. This meeting of college and high school men, shows what we are doing. We used to meet at Christmas but now we have been meeting with you for three years. We have had the negative side of this question. It is well to be able sometimes to say no, and sometimes it is a good thing to say yes. We college men, when we had a joint committee, made some propositions with the high school men. I am not finding fault with you for I am here for union. All reformers must recognize this fact that there must be concessions on both sides. We made concessions to the committee when they met but they amounted to nothing. I do not care whether you have a committee to report tomorrow or next year. Is that any better than to have us all say what our different colleges say? I am not here to say what those things shall be but I am here to

say that I am for union. I am willing for it by a committee of the whole. We can and ought to get together.

SUPT. J. W. MACKINNON: I think the colleges will admit from the record of the students that have gone through their colleges that we can do the necessary work. I have had no trouble in doing this. We have five students in the State University, and they are doing the work in a satisfactory manner. I believe the trouble with the colleges is this, that in the preparation of their catalogues, they are working a bluff on each other. One college says four books and the other college says eight books. I think this is true—that if the student reads four books of Virgil, he can read twelve. I think the standing of teachers in the high school is better than the teachers in the preparatory departments of the colleges. If a boy can read three books of Cæsar he can read all of them. I think the colleges only want us to start the boy right. I think we are nearer together than we have ever been. Sometimes they say we are further apart, but I believe we are nearer together. I believe the college men will receive us as cordially as we come to them.

SUPT. E. E. SMOCK: When I arranged my course of study I appealed to six or eight of the best colleges in the state, and they all differed. We thought they were not very uniform. We then appealed to six or eight of our best high schools and then we presented our course of study to the colleges, and they said our students would be admitted.

SUPT. E. B. COX: The trouble in this whole matter is that many parents receiving these catalogues, think they contain an honest declaration. And they often take our brightest students and send them away to college, and we lose them. One of our graduates the

other day said to me that he believed he got no more than he would in their preparatory department. I believe he can do the work of an ordinary freshman.

That young man was misled by reading the requirements of an Ohio college. I will do my best in preparing students properly for their work, and then I will certify to the college president as Dr. Thompson has said, honestly. You can scarcely realize what a weight comes upon us along these lines. I believe there should be a clear demarkation as to what we should study. Every one agrees with Dr. Simpson in broad culture. I want my boy to be scholarly. All knowledge is his if he can get it. The only point is, I want to draw a line. There should be a clear line drawn as to what should be college work and what shall be high school work and then let the high school have credit.

I believe in what Dr. Thompson said that when boys and girls show that they have the ability to do the work they should proceed. I wish they would examine every boy or girl who enters the college. If all colleges will do that I shall be satisfied. Now we must adjust these things or we can not prepare for them.

MR. PATTERSON: There are just one or two suggestions that I would like to offer as a representative of one of the high schools.

We are not afraid of examinations. What we want is that the colleges tell us what we are to do and make it uniform. Then we can prepare them, and they will not be conditioned. In the law class of the Western Reserve University, only a few have taken a literary degree. In Cornell only 12 per cent, and in the medical department only 13. Do you want such physicians to doctor you? I want to say that I

want the boys in the high school to have the benefits of the college, but do not scare them out. We want them to come to us and stay four years and get all that is possible.

MISS McVAY: I desire to say a few words on the negative side of this question. I think the colleges have been very patient, and I do not think they have been at all discourteous. In the last decade, I think the college has been a most potent agency in increasing the value of the high school work. Indeed I think it has been more potent than any other agency.

My memory of the high schools of ten years ago, is that of the greatest neglect, not only of the subjects required for entrance to college, but a large number of subjects were introduced to the pupil in such a way that he did not gain a mastery of the subjects. In fact, he scarcely had a speaking acquaintance with the subject.

Only a few years ago, I became connected with the high school work of this state, and we had such subjects as Ethics and Logic and Political Economy. We had so many subjects that we had no time to study them properly. The time used in this way by pupils was more than lost because they had the impression that they had studied the subjects and had mastered them. I do not advocate the shortening of the time of the high school course. My attention was called to it, the charge was that it did not prepare for college, a technical school, business or any other life. When our attention was called to this matter, we set about to revise this course of study. I wrote to twelve of the best colleges, and found that they would take equivalents every time.

I found it a good idea to take a college of the highest requirements and then work to that. We have invited the college men to come and visit our

schools. They came and visited us. In the last year five times as many visited us as there had been before.

SUPT. W. J. WHITE: It is said, we are agreeing as to many things. I am inclined to think the divergence is not very great between the college men and the school men. It is a habit in college, I think, to submit to individual professors the department of work in which the student desires to enter, and the college says, "You satisfy that professor and we will let you go on." I believe there should be a college standard that should say whether the high school work is satisfactory without satisfying each individual professor. I believe in a classical education. I have taught that doctrine for twenty-five years. But we are confronted with the fact that parents come to us and say that if it takes a boy twenty-six or thirty years to prepare for a profession, you compute the cost of that profession and then add four or six years, until he becomes established in his profession, and you have a great deal of time consumed. Now, if you increase the requirements of the college, and make it do the work of the university, and then you make the high school do the work of the college, you now compel the student to take a shorter course, which I very much deplore. All such courses or anything that would lead the student to neglect college preparation, is damaging to him in whatever calling he may engage. I have no cause of complaint against the colleges. They generally admit my students. The question seems to be, are college requirements too much: if so, in what way? I believe the high schools of the state ought to be classified. I believe that if the college association will appoint a committee to designate certain high schools of the

state, that we can work upon it. I want something specific to work upon.

SUPT. E. J. SHIVES: I will say, I can put a student in on eleven books of Virgil if necessary. What I object to, is the method of sending our students to a Latin professor, and saying: "You must satisfy him," and then sending him to a Greek professor, and saying: "You must satisfy him." When we send you students who are graduates, you examine them as college students rather than preparatory students. We teach "Political Economy," also "Astronomy," also "Mental Philosophy." We do not call it "Psychology." I would suggest that you college men should have a first-class "prayer meeting." There is a prejudice among the colleges. I want you college men to get together, and decide upon something, and then let us know what you want.

SUPT. J. C. HARTZLER: Now Dr. Simpson, I want to ask you this question. Does it appear to you that the colleges will come down on the matter of Greek? That is the question with the school men. That is the bone of contention between college men and the school superintendents, as I can see very clearly. But, I think, that if the colleges will say, that we will be honest with each other there will be no trouble. I want to speak kindly of the city superintendent, and I want to speak kindly of the colleges; we do not want any difficulty with the colleges, and we do not want them to be partial to the preparatory departments. Where I find a boy that ought to go to college I will urge him to do so, and I think every superintendent will do the same. I will be honest in certifying his work to the college men. Now brethren, I believe that we are as close together on this question as we can be.

DR. SIMPSON: I am sorry to take another moment of your time. I was very much perplexed how to prepare my address. My address stopped just where the important part begins. It has been asked, why not draw the line of demarkation. Two things prevent

the accomplishment of this; honesty on the part of the colleges with each other, and honesty with the college itself. The only difference between us seems to be with the Greek. On all other points we are agreed.

PUBLIC SCHOOL LIBRARIES: THEIR CONTENT, OPERATION, AND USEFULNESS.

BY J. R. BISHOP.

A great lecturer says, "When I speak of libraries I think of the remark of Plato: 'A house that has a library in it has a soul.'" This, if true of the ancient house, is true of the modern school which has, in some ways, assumed the functions of the Greek home. The converse of the proposition is also true of the school: the school that has a soul has a library in it. At this time, when, in response to a wide and urgent demand, the National Education Association will probably form a library section, it is hardly necessary to urge upon superintendents, school boards and teachers the need of increased effort toward the foundation of libraries in schools which as yet have none, and toward the development according to a well-planned system of libraries in schools which have made more or less progress in the accumulation of books. This is rather a time, for those who have at heart the welfare of the public schools as affected by school libraries, to encourage earnest discussion. The force of the movement in favor of supplementary reading furnished by school libraries is now in all the vigor of a new life. Counsel, suggestion and discussion are needed

that none of the benefit, through misdirection of energy, be lost.

The first problem confronting a school desiring to found or increase a library, is that of means. How much money is needed to make a dignified beginning? How is this sum to be gotten?

In this generous nation, whose people almost to a man feel that the stability of its form of free government and the permanence of its greatness rest upon the firm foundation of its public schools, any reasonable demand of these schools meets with prompt and hearty response. It is therefore not rash to assert that any district school in a city or in a town of a thousand or more inhabitants can have fifty dollars a year to expend upon a library, and that every high school can procure for a similar purpose one hundred dollars yearly. It would be an enlightened policy on the part of school boards to supply these funds, making provision therefor in their annual estimates; but, even if school boards may in some cases, through ignorance of the incentives that make for true progress in teaching, entirely neglect provision for libraries, there is, fortunately, another way. Principals and teachers, by means of school entertainments and,

as is, where practicable, the better way, by soliciting contributions from parents of the pupils and other friends of the school, can gather this modest sum each year. In general, contributions of money, not of books, are to be desired; there is no space to be spared for trash, or for books valuable in themselves but useless for the purposes of a school.

Next comes the question, quite as serious as that of means. "What books shall we buy?", and upon the solution of this problem depends the benefit that will be derived by pupils and teachers or the comparative uselessness of the library. One school decides in favor of reference books and expends all its slender means upon a few of these expensive tomes; another concludes that books on natural history will prove a panacea for ills it knows so well; still another thinks elementary science ought to be encouraged and therefore purchases almost exclusively books upon scientific subjects. Alas! alas! the old proverb looms up ominously in our fair sky: Anyone can lead a horse to water but no one can make him drink. It doubtless was important, so the leader of that proverbial horse thought, for his own good, that the animal should drink. He simply wouldn't. Man, the cleverer animal, might deluge him, soak him, but the drinking was his business, having to do with his desires and his own views as to his own good; he gently but obstinately did not drink. This matter of the proper contents of a school library has to do, not alone with what the children ought to read but with what they *will* read.

It is no difficult matter to find lists of books for school libraries, put forth timidly by those who know, and confidently by those who do not know, children's small capacity to be interested in books, to understand them and thus to benefit by them. A careful examination of

these lists will convince the teacher, whose knowledge of children's minds and children's natures has been gained in the close contact of the school room, that they have little value beyond that of suggestion. Incidentally it may be noted that here, in the publication of lists of books for guidance in choice of purchases for school libraries, lies a practically unworked field ready for rich culture at the hands of some one with a genius at the same time for criticism and for child-study. In an ideal list of this character we should find appended to each name a brief statement of the character of the book and the age for which it is suited.

Before giving a list of some of the books found in the school libraries of Cincinnati, it may be profitable to quote from a few authorities upon the correct general theory of the selection of books. Of these authorities perhaps the most important is Frederic Harrison, who, after repeating the injunction which should preface every school library catalogue, "*Non multa sed multum*," says: "It will astonish most of us to find how much of our very industry is given to books which leave no mark, how often we rake in the litter of the printing press, whilst a crown of gold and rubies is offered us in vain." Ed Iliff, in *Hints for Home Reading*, under the title "*How to Interest Children in Good Books*," gives these rules:

Put before them only good books, keep the bad and indifferent books away.

Watch for and encourage their own selections. Tell them stories and then send them to the books where the stories are to be found.

Read *with* them.

Have good books about the house and *no others*.

Read them yourself and talk them over.

Give your children at first simple and

interesting books, then something better.

Writing upon the text "To Get Children to Read," J. C. Ambrose gives the result of personal experience. He says: "I give them free range through those 'yarns' so broad there is no danger of their believing them—'Crusoe,' 'Arabian Nights' and 'Gulliver's Travels.' I then find no trouble in engaging children of nine to twelve years, in history, travel and biography written for them, especially if I talk, or rather get them to talk, about the contents and let them teach me some new facts. A boy of ten years who cannot be induced to 'eat up' Dickens' *Child's History of England*, Abbott's volumes of early American history, etc., has one or two parents at fault. I keep them clear of bad books and supplied with good ones; I use a public library and make their selections—books in which they take such interest that they put faith in my choice. They never see a 'dime novel,' 'Ledger,' etc., and, so far as possible, I keep them from children likely to read 'trash.' . . . At ten the boy has read all the books here favorably mentioned for children; and, among others, Taylor's *Boys of Other Countries*, Bonner's, Coffin's and Higginson's *United States history books*, Swiss *Family Robinson*, *Tales from Shakespeare*, some of Abbott's *American Pioneers*, Stanley's *Dark Continent*, etc., etc. His sister of fourteen much more in that line, and on into the affectionate reading of Rolfe's *Edition of Shakespeare's plays*. And from these I select some of their school declamations. I calculate that in their taste for good literature these children are grounded safe."

The public school library has a task to perform not indicated in the instructive words of the thoughtful writers just quoted. It must not only form a taste for good literature, but must do so, frequently, under two disadvantages,

that of the illiterate home and that of a taste already formed for sensational, if not actually indecent cheap literature. And yet without doubt there are wholesome and interesting boys' and girls' books enough to keep the most voracious young reader supplied with the reading he or she craves. The refinement innate in most children and fostered by the atmosphere of the room which emanates from the lady—by all our hopes for our children let none but true ladies teach our children—teaching them, will draw the children to the good books, if these are abundant, various, and not too heavy.

The following list of books is, with the exception of a few titles, drawn from the catalogues of the libraries of the public schools of Cincinnati, omitting the high schools. Through the courtesy of Mr. W. H. Morgan, who is enthusiastic for everything concerning the schools he supervises, the catalogues of these libraries were compared and the following names drawn from them. Necessarily the list is confused as to the position of any given book in it. The only attempt at arrangement has been an effort to put the books especially for younger grades first and to put together at the end the books of reference and professional books for teachers. Those books have been omitted which seemed to the writer useless, or belonging to the high school or college or private or public library. Many titles are given of books of which he has no knowledge, because, the list being only to offer material, not to sift it, the unknown books are entitled to the benefit of the doubt. That they are found in these in the main well selected collections is evidence that they are at least not injurious.

Some books found in Cincinnati public school libraries, below the high school, with a few additions:

JUVENILES.

- Old Greek Stories, James Baldwin.
 Fairy Stories and Fables, James Baldwin.
 Geographical Reader, Am. Book Co.
 Æsop's Fables, Vol. I., Nos. 2 and 3, Mara L. Pratt.
 Æsop's Fables, Vol. II., Mara L. Pratt.
 American History Stories, Vol. II., Mara L. Pratt.
 American History Stories, Vol. III., Mara L. Pratt.
 Storyland of the Stars, Mara L. Pratt.
 Our Fatherland, Mara L. Pratt.
 Story of Columbus, Mara L. Pratt.
 A B C About Birds, Mara L. Pratt.
 Animal Rights, Salt.
 Robin Hood, Howard Pyle.
 Black Beauty, Sewall.
 Jonhonnot's Flyers, Creepers and Swimmers.
 Jonhonnot's Wings and Fins.
 Jonhonnot's Cats and Dogs.
 Jonhonnot's Grandfather Stories.
 Jonhonnot's Stories of Our Country.
 Jonhonnot's Friends in Feathers and Fur.
 Jonhonnot's Ten Great Events in History.
 Jonhonnot's Neighbours with Claws and Hoofs.
 Kate Douglass Wiggin's Bird's Christmas Carol.
 Kate Douglass Wiggin's Story of Patsy.
 Mrs. F. H. Burnett's Little Lord Fauntleroy.
 Mrs. F. H. Burnett's Sara Crewe.
 Mrs. F. H. Burnett's Editha's Burglar.
 Scudder's Book of Fables.
 Scudder's Folk Stories.
 Carroll's The Nursery Alice.
 Carroll's Alice's Adventures in Wonderland.
 Hans Christian Andersen's Fairy Stories and Fables.
 Bib and Tucker Folks.
 Little Mothers and Their Children.
 Monteith's Living Creatures of Land, Water and Air.
 Monteith's Familiar Animals.
 The Story Mother Nature Told, Jane Andrews.
 Elementary Geology, Jane Andrews.
 Ten Boys Who Lived on the Road from "Long Ago," etc., Jane Andrews.
 Blossoms.
 Tattered Tom.
 Home Spun Yarns.
 Little Boys and Girls.
 Wide Awake Volumes.
 Aunt Virginia's Story Book.
 School Girls of Queensmay.
 Golden Sunbeams.
 Childhood Days.
 Play Days.
 Stories of Greece, Emma M. Firth.
 Coaxing Tales.
 The House We Live In.
 Old Mother Hubbard and Her Dog,
 One Hundred and One Stories for Boys and Girls.
 Story Book for Babies.
 The Book of Frogs and Mice.
 The Monkey Circus.
 Hours of Play.
 Christmas at Grandma's.
 Mother Goose Rhymes.
 The Cat and Nursery Rhymes.
 Sunshine and Roses.
 The Giant and Dwarf.
 Youthful Yarns.
 Sophy and Prince.
 The Cat and the Fiddle.
 Granny's Glasses.
 Santa Claus and His Works.
 Aunt Martha's Corner Cupboard, Kirby.
 Gulliver's Travels, Swift.
 Arabian Nights.
 Lucy at Study.
 The Beggar's Closet.
 Mary Mapes Dodge's Merry Mates.
 Mary Mapes Dodge's Little Playmates.

Mary Mapes Dodge's Donald and Dorothy.

Little Bee Stories, Mary Vandergraft.

Queenie Queer, with Hands, etc.

Little Nightcaps, Edric Vredenberg.

Story Book, Joanna M. Matthews.

Rab and His Friends, John Brown, M. D.

Chronicles of Fairyland, Fergus Hume.

Just a Kiss, Laura Loring.

Little Rosy Cheeks, Mrs. Barker.

Little Grandmother's Stories.

Gertie's Rainy Day.

Little Pat-A-Cake's Book.

Carrotts, or Just a Little Boy, Molesworth.

Syd's New Pony, Everett Green.

Sophie May: Fairy Book, Cousin Grace, Dotty Dimple, Sister Susie, Captain Horace, Little Prudy, Wee Lucy.

Swiss Family Robinson.

Heart of Oak Books, earlier numbers.

MEDIUM GRADES.

Beautiful Joe, Saunders.

Friends Worth Knowing, Ernest Ingersoll.

Geography for Young Folks, Baker.

Our Goldmine at Hollyhurst, A. Sewell.

Home Pets.

Rollo's Tour in Europe, Abbott. Also other Rollo books.

Dickens' Child's History of England.

Dickens' Old Curiosity Shop.

Captain Polly.

Louisa M. Alcott's Little Men, Little Women, Other Stories.

Robinson Crusoe, Defoe.

Scott's Ivanhoe, Kenilworth, Abbot, Pirate, etc.

Rip Van Winkle, Irving.

Seven Little Sisters, Jane Andrews.

Each and All, Jane Andrews.

Pilgrim's Progress, Bunyan.

Patriotism in Prose and Verse, Gordon.

Land of the Midnight Sun, du Chailou.

John North in Mexico, F. A. Ober.

Nature's Readers, (4 vols.), J. Wright.

Famous Cities, Stoddard.

Susie's Watch.

Capt. John's Adventures.

Mary Bell.

Pictorial History of Rome, Ferguson.

Ancient History, Tredet.

Stories of Other Lands.

Run and Ride Stories, Lothrop.

Brothers and Sisters, Lothrop.

Their Happiest Christmas, Lyall.

Herbert, or The Golden Rule, Mrs. Samuels.

Nettie's Trials, Mrs. Samuels.

Ballantyne's Eric the Bold, Hudson's Bay.

The Little Woodman, Mrs. Sherwood.

Snowed In, Mrs. Sherwood.

John Gay, or Work for Boys, Abbott.

Colonial Children, Ed. Pub. Co.

The World and Its People (5 vols.), Dunton Co.

Westward Ho, Charles Kingsley.

The Young Californian, Cousin Alice.

Old Times in the Colonies, C. C. Coffin.

Boys of '76, C. C. Coffin.

Boys of '61, C. C. Coffin.

Boy Life in the U. S. Navy, Clark.

Marco Polo, Towle.

Printer's Boy, Thayer.

All Among the Light-Houses, Crown-inshield.

Wonder Stories of Travel, McCormick.

H. Butterworth's Zigzag Journeys in the Orient, in Europe, in Sunny South, in Classic Lands.

Fairyland of Science, Buckley.

History of a Mouthful of Bread, Mace.

Madam How and Lady Why, Kingsley.

Young Folks' Whys and Wherefores, Lawrence.

Young Folks' Ideas, Lawrence.

Hans Brinker, Dodge.
Heart of Oak Books, medium numbers.

OLDER GRADES.

Cooper's Sea Tales, 5 vols.
Wood's Natural History.
The Strike at Shane's, Helm.
Princess Eve, Helm.
Tanglewood Tales, Hawthorne.
Cooper's Pathfinder, Deerslayer.
Silas Marner, Elliot.
The Boy Travelers in China and Japan;
In Russian Empire; In South America;
On the Congo, Knox.
Tom Brown's School Days at Rugby, Hughes.
The St. Lawrence, Parkman. Also other works of same author.
Thaddeus of Warsaw, Porter.
John Halifax, Mulock.
Fifteen Decisive Battles, Creasy.
Our Own Country, James Knox.
Popular Anecdotes, J. B. McClure.
Osceola the Seminole, Capt. M. Baird.
Huckleberry Fin, Mark Twain.
Ned in the Woods, Alger.
Mark the Match Boy, Alger.
Ragged Dick, Alger.
Fame and Fortune, Alger.
Whalemen's Adventures.
Boy Traders, Castlemon.
Good Beginnings and Happy Endings, Castlemon.
Builders of the Sea, Castlemon.
Rob Nixon, the Trapper, Castlemon.
Lockwood's Readings in Natural History (2 vols.)
Wicket Gate, Newton.
Worth More than Gold, Goddard.
Anna Ross, Kennedy.
One Hundred Famous Americans, Smith.
Life of George Stephenson, Smiles.
Rasselas, Dr. Johnson.
Fighting their Way, Proctor.
Works of Chas. Lamb.
Plutarch's Lives, Langhorn's Trans.

In the Heart of Africa, Baker.
Recollections of a Sea Wanderer's Life, G. Davis.
The Frontiersman, G. Alward.
"E. A." Abroad, Eliza A. Conner.
The Three Commanders, W. H. G. Kingston.
Careful Selection from Maryatt's Novels.
Around About Old England, Clara L. Mateaux.
Boots and Saddles, Custer.
Following the Flag, Carleton.
Abraham Lincoln, Towle.
Six Nights in a Block House, Watson.
Fred Markham in Russia, Kingston.
Saltillo Boys, Stoddard.
Two Arrows, Stoddard.
Wakulla, Munroe.
Knockabout Club in Africa.
The Bush Boys.
Prescott's Histories.
Motley's Works.
Hawthorne's Works.
Irving's Works.
The great American poets: Longfellow, Whittier, Lowell, Bryant, Holmes.
Heart of Oak Books, higher numbers.

REFERENCE BOOKS AND SUGGESTIVE BOOKS FOR TEACHERS.

Current magazines, as many as funds will allow.
Modern Methods (3 vols.), Ed. Pub. Co.
American Encyclopædic Dictionary, (4 vols.)
Encyclopædia Britannica.
Encyclopædia of Common Things, Champlin.
Manual of Composition, Swinton.
Errors of Speech, Meredith.
Chambers' Encyclopædia (10 vols.)
Eclectic English Classics for Schools.
Library of American Literature, Stedman and Hutchinson.
Payne's Psychology.

Waymarks for Teachers.
Comparative Geography, Ritter.
Life and Works of Pestalozzi, Krusi.
School Stage, Venable.
Seven British Classics, W. Swinton.
Earth and Man, Guyot.
Object Lessons, Calkins.
The Way to Teach, Griffin.
Historical and Miscellaneous Questions, Chambers.
English Synonyms, Crabbe.
School Supervision, Payne.
Stories of Home and School, Dewey.
Education, Spencer.
Elementary Moral Lessons, Cowdery.
Good Morals and Gentle Manners, Gow.
Brewer's Handbooks and Historic Note Book.
Palgrave's Treasury of Song and Lyrical Poems.
A good atlas, Rand, McNally & Co's, for instance.

The proper content of the high school library is more easily determined than that of the schools for younger pupils. When the boy or girl reaches the high school, the reflective powers have begun to develop. The work is more or less departmental in character, and each department has begun its slow but sure approach toward the oft repeated and as oft inspiring rediscovery of the sources of knowledge. For convenience it may be stated that the work of the ordinary high school is pursued in nine departments: Literature, Mathematics, Natural Science, History (including Civics), Biology, Latin, Greek, French, and German. Whether the teaching be upon broad or upon narrow lines depends, partly at least, upon the books that are at hand bearing on the subject taught. If the school is equipped with thoroughly educated teachers, there is no difficulty in ascertaining what books should be acquired. Each teacher can with due thought make a list of the books he considers

absolutely necessary for the encouragement of work in his department beyond the mere text-book in use. To this he can easily add a supplementary list of books desirable for his own and his pupils' use in the department. From these lists, which should be revised frequently and brought to date, books will be purchased as fast as funds in hand permit. Thus the library will fit, so far as it is developed, directly into the work of each teacher, and it will be the loving task of each teacher to train the pupils to use the books. Reference books, which at this stage of a pupil's progress are indispensable, should be the best the world affords and should cover every department of school work. Complete editions of some authors, Darwin for instance, should be one aim of a high school library.

Before proceeding to the second division of the subject assigned for this paper, it will perhaps not be out of place to mention the possible aid that may be extended to our schools by the nearest public library. The pupils of the higher grades take advantage of the public libraries chiefly, it is to be feared, for the endless supply of imaginative literature they afford. For this reason it would be in general a poor policy on the part of teachers to urge their pupils to use the public libraries, for, with choice unrestricted and no guidance, in many cases, by home influence, the young people will sooner or later find the light literature and devour that frothy substance with an appetite that grows as the appetite for stimulants always grows. In general let the school seek to supply sufficient reading matter for its pupils. But the public library may assist the schools by loans of books, purchased indeed for this purpose, but in themselves books of which, within reasonable limits, no great library could have a superabundance. Many plans for accomplishing this ex-

ist; here it will suffice to describe in detail the Cincinnati plan, devised and carried out by the Librarian of the Cincinnati Public Library, Mr. A. W. Whelpley. According to this scheme, fifty dollars was set aside out of the library funds for each school having an intermediate department, or, in other words, the seventh and eighth grades. From the following list each school having the privilege selects fifty dollars worth of books, the books being duly stamped as the property of the public library and subject to proper inspection by the library authorities.

List of books selected for use in schools with an intermediate course of study—From which fifty dollars worth may be selected by each school:

Chambers' Encyclopædia (10 vols.)	\$28 50
Chambers' Encyclopædia (10 vols.) cloth.....	20 00
Brewer's Reader's Handbook..	2 35
Brewer's Dictionary of Phrase and Fable.....	2 35
Brewer's Historic Note Book..	2 35
Champlin's Encyclopædia of Common Things.....	2 00
Champlin's Encyclopædia of Persons and Places.....	2 00
Bulfinch's Age of Fable.....	2 25
Bulfinch's Age of Chivalry....	2 25
Lippincott's Gazetteer.....	9 00
John Fiske's Discovery of America	2 75
John Fiske's History of the American Revolution.....	2 75
John Fiske's Critical Period of American History.....	2 75
Morse's Life of Abraham Lincoln	1 80
Morse's Benjamin Franklin...	90
Lodge's George Washington..	1 80
American Poems, Houghton, Mifflin & Co.....	75
American Prose, Houghton, Mifflin & Co.....	75

Ritter's Comparative Geography	1 00
Johonnot's Ten Great Events of History.....	56
Bolton's Famous English Authors of the 19th Century....	1 00
Bolton's Famous American Authors of the 19th Century....	1 00
Bolton's Famous American Statesmen	1 00
Bolton's Famous Men of Science	1 00
Bolton's Famous Leaders Among Women.....	1 00
Stanley's Darkest Africa.....	6 00
Cram's Atlas.....	5 00
Murray's Manual of Mythology	1 00

The schools of Cincinnati that have availed themselves of this opportunity testify to the excellence of the list, and to the usefulness of the books. Why should not this system, or some other as effective, be found in all cities and towns having public libraries? Why should the district and high schools not be included? Certainly a list could be made of books valuable to a public library that would also be of great service in a district school; still easier would it be to make such a list for the high school. Let us all, as citizens and as teachers, encourage this new departure on the part of public libraries. The public library is a great educator, and should seek practical methods of aiding that greater educator, the public school. San Francisco has set a magnificent example of how this may be done by means of a loan system. "By its provisions," writes Mr. C. L. Young of the Lowell High School, "The Lowell High School has deposited, as a perpetual letter of credit, 250 library cards entitling it to that many books. During a period of 12 months, it has drawn for the use of its pupils nearly 1,900 books, averaging to have on hand a

continual stock of about 200, ever changing as the needs of the work require. Nearly every book is used every day by several different pupils. As many as 150 books have been taken out in a single night. By means of several different devices, most of which are not only self-registering but also give the pupil access to the books, an extremely small amount of the teachers' time is taken in merely clerical work; and yet so far as I know, but one book has been reported lost, and we are living in hopes of recovering even that."

Granting that the books of the school library have been wisely selected, if they are profoundly to influence the pupils, the library must be skilfully operated. To have a well selected library in book-cases in the principal's office will, indeed, even if little effort is expended in directing the use of the books, be an excellent thing for the school. The influence of a library so managed will be about the same as that of a case of fine physical apparatus in the museum of a scientific school: the fine instruments are an inspiration to teachers to broaden their knowledge of physical phenomena, and some of the distant vistas of scientific achievement open vaguely before the mental gaze of the student, who with his eyes beholds these strange and intricate shapes. But the full benefit from a school library will be enjoyed only when the books are put into the hands of the pupils, the less difficult first, and then, as the power and skill to use these is gained, the more difficult. The most difficult books, as the most difficult scientific apparatus, will never be successfully used except by those who are gifted with a touch of interpretative, if not of original, genius.

The system of separate small cases in teachers' rooms, in which are kept the books each teacher finds best suited to his present purpose, has been found to work admirably in practice. No con-

sideration should limit this scheme for bringing the books close to the pupils except that it must not interfere with the school as a whole being benefitted to the fullest possible extent. The books of general reference should be kept in the principal's office or in some other place where the free coming and going of the older pupils will not disturb the work of the school. Teachers should contrive to induce the older pupils to consult these reference books, by suggesting points to be looked up and by freely granting, under suitable regulations, permission to go where the books are to be found. Even at the expense of occasional abuse of the privilege, this habit of immediately pursuing a subject of investigation by recourse to the authority at hand, should be cultivated. The habit, once formed, will be a most valuable adjunct to the teacher in his effort to inform the minds of his pupils with some portion of the world's great store of facts.

The books which the teacher will select for his own case will be of two varieties. The one kind will consist of those which he feels will be read with little or no coaxing and will be of moral or æsthetic value to his pupils. These books he will talk over with those who have read them; and this talking over will go far to fix the real things of each book in the minds and hearts of the readers. When several of this kind of books have been read by almost all in his room, he can properly make their material the subject of composition.

The other kind of books in the teacher's case will be those which pursue farther, or in a different manner, part of the regular school work. The teacher should assign these to certain pupils to read, and call upon those whom he has directed to read them for reports, or the elucidation or amplification they should afford of the subject under instruction. Has not every

teacher, at some time, felt his sluggish class galvanized into life by the volunteered question or remark of some pupil with a talent for picking up information outside of the school-room? This galvanic shock is always at the command of the teacher whose book-case contains the battery, cells of which he can issue to little electricians. If the shock is occasionally directed by sly little brains so that it stirs the nerves of the pedagogue himself, he will know how to comport himself with dignity and good-naturedly turn it to account. The ever valuable and ever inspiring sense of "having done it ourselves" is the most enduring benefit from this independent voyaging for discoveries in even a limited sea of books.

Every high school has, or should have, a commodious room set apart for library purposes. This room should have at least four hundred feet of free floor space, and should be as well lighted, heated and ventilated as the class rooms. It should be so situated in the building as to be within a short distance of the principal's office. For service as librarians a large enough number of the older pupils should be detailed that the time of none might be occupied to the detriment of school work. It is the principal's duty so to divide the work among the librarians that no one of them suffer in his school standing; the best pupils are needed for this service. To the library it should be the privilege of all teachers to send pupils at all times, they alone to be responsible if their pupils go there to avoid more important duties.

Beside neat, dust-proof cases, the high school library should contain as many comfortable chairs as space permits, and a table about 10 feet long by 3 wide. The librarians, chosen for their energy and alertness, will, especially since they are under the constant supervision of the principal, see that books taken from

the shelves for consultation in the library are returned to their places, and that silence is preserved among all in the room. At certain times, once a day at least, books should be freely issued to pupils desiring to borrow. The catalogue should furnish not only the name, shelf mark and library number of each book, but also the publisher and the price, so that in case a book is lost, the data for a prompt claim of restitution may be at hand. Fines should be collected for failure to return books within the specified time, and the slightest abuse of a book should, for a time, exclude the pupil guilty of the offense from even entering the library.

In the high school, as in the schools of the younger grades, teachers should select books for their own cases; but, if the members of the same grade are distributed in several rooms, this privilege should be strictly guarded.

The greatest good to the greatest number, the watchword of our schools, must also be the inflexible law of the school library. The management of the books must suit the convenience of the children, not the children the preconceived notions of librarians. The library is not an ornament to the school in the same way that a statue or a painting is an ornament; it is a laboratory, where investigators obtain and test ideas, a tool chest to furnish tools with which to fashion thought. There is a high school—in a distant state, so fear no treading upon toes—in which the library is managed by one of the teachers, all alone by her single self. It is kept tightly locked when she is not at liberty, and she is the busiest teacher in the school. This library, as to content, is a model of its kind, for the school, since its foundation, has had generous friends. With its excellent library, that school is singularly devoid of originality in methods and in literary and scientific enthusiasm. Justly so, for, like the

clever but selfish servant in the parable, it was afraid and hid the treasure entrusted to it in the earth, to guard with least trouble a gift accepted in the first place merely to satisfy pride of possession.

What if a few books are lost, a few bindings broken? Books can be replaced and bindings renewed; but if the precious opportunities of young manhood and young womanhood are wasted, they come not again. Let the high school library be operated upon the most liberal plan that is consistent with proper vigilance over its property. Let the books be issued not only freely but thankfully, and let the doors never be closed in school hours. The school library shut away from the school, as the one referred to is kept, is of no more use than the old missals found in the show-cases of public libraries. School trustees would be justified if they interfered in the interest of the pupils, and compelled the school to throw open its library to the pupils for whose sake, and for whose sake only, the institution exists.

Who shall measure or trace the effect of the printed word upon the generations of men that have lived since the first rude wooden types were invented? If we of to-day are partially the product of steam and electricity, much more are we the product of the printing press. Insidiously destructive as poisonous exhalations, or healthgiving like draughts of pure mountain air, this atmosphere of print has pervaded every abiding place among civilized mankind. It is only as we learn to adapt ourselves to it, as we learn to avoid the unwholesome air and seek the pure, that we can thrive in this envelope of print.

To teach the hygiene of books to our children is quite as important as to teach them the hygiene of food, clothing and exercise, and the best method is the same for both. We must correct or

extirpate the bad habit, and teach the good habit. If the school is to undertake this, with the co-operation of parents if this can be got and otherwise unaided, it must first of all possess a good library. By a good library in this sense is not meant a library useful to teachers for pedagogical research, although to some extent it must be so. The useful library for cultivating healthful reading and curing diseases of reading must be as various as are the drugs of the pharmacopoeia.

Possessing the materials for the exercise of his art, the hygienist of reading must, by experiment and research learn the effect of his different book materials upon the little brain and soul he seeks thus to help. The clever Germans, when, to beat the French, they devoted their attention to physical development, not only studied the effects of given exercises upon the muscles, but also sought to discover exercises which afforded pleasure as well as profit in execution. So the director of reading will experiment or search until he finds what books will influence his young charges for good and at the same time delight them in the reading. He will have the skill so to grade the exercise of his patients that the element of pleasure will ever hold the smallest practicable proportion to that of profit. His labor will be crowned when these little folk, grown strong through skilful training, at length delight in that kind of reading which earlier would have appalled and repelled them.

It is possible to over-rate the influence that reading may exert upon the young, but it cannot be denied that this influence is very great. The boy or girl with rough home surroundings can hardly read wholesome stories in which gentle manners and good morals characterize the relations of the persons to one another without consciously or unconsciously making comparison with

his or her own experiences. The teacher, in the talking over of books with his pupils, which has been more than once urged in this paper, can emphasize the lesson. Indeed, there could hardly be a better basis for that teaching of morals and manners so increasingly the concern of true teachers, than the natural discussion growing out of a talk about the actions of story people.

The need of using books, as well as other means, for the cultivation of better manners has been well put by W. D. Howells in one of his recent articles entitled *Life and Letters*. Although it may seem a digression, Howells' paragraph must stand here in full. "Very often, good people, fathers and mothers, who know how to make home dear to their children, are people of no manners, rather than of bad manners; and if the school can correct this defect for the children it will do an admirable service to them, and through them to their parents. In fine, I am not at all disposed to regret that their training should be largely left to the school; but I wish the school might be still more a school of morals and manners. There is a distinct advantage in public education in these things. At the school the children out of the different homes can compare themselves with one another, and can learn to follow or shun the examples they mutually offer. This is what men and women do in the world, and I think that the world at the best is such a very good thing that I would have its influence in this sort begin as soon as possible in the school. The little citizens must be instructed in their choice, however, and not left to their own taste in following or shunning the examples before them. I believe that if I have any regret in regard to the relegation of training to the schools it is that the schools are not sufficiently responsive in the matter. I feel so strongly concerning this function of

theirs that I would have all teachers subjected to as severe an examination in their manners as in their intellectual qualifications, and I would have a rude, or uncouth, or ill-mannered person instantly rejected for that cause. I see no good reason, indeed, why in the public schools there should not be special instruction in civility, which is the beginning of civilization and the very root of civism. It is this which is so often neglected in homes, which are the nurseries of all the virtues, but sometimes so far as manners are concerned are howling wildernesses. It is the want of this which in so many Americans annuls the effect of the kindest and best hearts in the world, and renders us at first incredible and then impossible to peoples who have studied and who valued the social graces."

The other uses of books, as supplementing the teaching of the different subjects of instruction, have already been mentioned. Much might be added, but the present writer has delivered his message and must trust to others to improve upon it. The whole question resolves itself after all is said into that of choice, and the question is no less perplexing than serious. More than one of us, though struggling bravely with the problem, echoes Frederic Harrison's cry: "How shall we choose our books? which are the best, the eternal, the indispensable books? To all to whom reading is something more than a refined idleness these questions recur, bringing with them the sense of bewilderment; and a still small voice within us is forever crying out for some guide across the Slough of Despond of an illimitable and ever increasing literature. How many a man stands beside it, as uncertain of the pathway as the Pilgrim, when he who dreamed the immortal dream heard him 'break out with a lamentable cry; saying, What shall I do?'"

With the guidance afforded by an untiring energy in finding what is best, the schools of Ohio are, to their lasting good, gathering libraries. As

these libraries grow, we shall find them characterized by wise selection, liberal administration and zealous use.

THE FUTURE OF EDUCATION IN OHIO.

SUPT. F. TREUDLEY, President General Association.

There is no state in that great galaxy which composes the American Union, before whom lies a fairer future than that which lies before the state whose educational interests we here represent.

If the prophecy of the future lies in the voice of the past, its utterance is clear and distinct. Possessed of wealth that is incalculable, position which alone would guarantee a commanding influence, with a lineage of a varied and interesting type, and a history where sentiment and devotion mingle with and temper great energy and worldly prudence and insight, it would appear as though what has been accomplished is but a promise of greater things to come.

It is not my purpose, however, to dwell upon this fascinating theme but to consider that for which we have some personal responsibility. And the questions that are involved in the education of the people of a great state are ample in their dimensions. Reduced to a nut-shell, this whole matter of education, public or private, is the question of the fitting preparation of body, intellect, and heart of men and women, for the work of teaching and bringing them into personal contact with those who are to be taught, under conditions most favorable to the growth of each. There are practically two vital elements involved, one the training of teachers, and the other that form of organization which will give the most favorable opportunity for

work. Both of these considerations will always constitute, while the work of education is imperfect, commanding themes for discussion.

With respect to the training of teachers, I shall not dwell upon the duty of the state to make provision for it. The assumption that it is her duty to care for the education of her youth which is everywhere conceded in this country, carries with it the right to adopt any means to make that training effective. Our large cities strive to guarantee the quality of this training through their high schools and normal schools and selections from surrounding communities of those superior teachers whom higher salaries may allure away. Our smaller towns and villages seek to accomplish this end through their high schools. Upon the same ground, and because all individual communities are not able to provide adequate training, it appears to me to be the duty of the state to take this matter in hand.

As to the forms which state aid should assume, I wish to speak more in detail.

First, I am sure I but express the body of sentiment in this association, when I give utterance to the hope that the pedagogical chair now being established in our State University, may receive such a development as will ultimately bring it into a pedagogical school, equal in resources and equipment and rank to any of the schools of law or medicine

or theology, which compose the university life. I am in hearty sympathy with the views upon this subject of Pres. Schurman of Cornell, uttered at Jacksonville and afterwards published in the *Forum*. We need a school of training whose condition for entrance shall be the equivalent of a collegiate education and whose chief aim shall be to fit its students for leadership through the large work of supervision and the filling of higher positions in educational fields.

The need is very great for the power of supervision in this country is practically unlimited. Mere collegiate training is not enough even when coupled with experience, and in the line that has been proposed and which, as I understand, is comprehended in the plans of the president and trustees of the university, lies one of the fairest fields for cultivation.

In the second place, it may be observed, there lies a second great field in the education of teachers for common and high school work. I do not admit that this work should be left to our private schools and colleges. I do not admit, either, that the establishment of pedagogical chairs would be anything more than a drop in the bucket. What is wanted is the adequate endowment of a few great normal schools in different parts of the state whose sole purpose shall be the training and fitting of teachers. The conditions of entrance should not be lower than the equivalent of a good high school education and the course of instruction ought to be such as would send forth its graduates alive to the importance of education, conversant with its great history, well taught as to the nature of the mind and its activities and the intellectual and spiritual nourishment appropriate to its growth, made enthusiastic but with a zeal tempered with wisdom, and endowed with that common sense only too rare, which knows both how to abound and how to be abased.

It is urged and urged by many, that to enter upon such a course of training will demand more money than the state can afford. It is urged that under the most favorable normal school instruction the supply is not nearly adequate to the demand. And readers of Dr. Hall's recent article in the "*Atlantic Monthly*" would be very seriously inclined to suppose that the work now being done in normal schools is scarcely worth the doing. These considerations have indeed much weight. There are upwards of 25,000 teachers in the state of Ohio with an average tenure of perhaps from seven to eight years. This would require from three to four thousand teachers every year to supply the need. It can not be hoped to meet fully such a want as this. We can only approximate not attain perfection, but much of the great work of such normal schools should be to afford the leaven which shall leaven the lump. My experience with graduates of approved schools has been very favorable.

The introduction of a thoroughly equipped teacher into a system of schools is an immense advantage. But further, these institutions should find one of their chief aims in the study of educational questions and their solution. They should stand as exponents of the intention of the state for the adequate education of its youth. They should be guarded against occupying too low a plane. They should not be permitted to do mere academic work for which the high school is so well fitted. If it be said that the work which they now do is inadequate, what would be the state of education without it? Whether Dr. Hall's criticism be right or wrong, it is to be observed that there is no diminution in zeal for their support on the part of states which already sustain them. Further, for the state to enter upon this policy, is not to diminish the influence or restrict the fields of other institutions of learning but the tendency would

rather be to increase both. The state alone can fix adequate standards of education, it alone can furnish the revenues sufficient to free institutions from temptations which poverty engenders.

I make no question that under an adequate system of normal schools, our educational system would advance in efficiency with great rapidity. It may be indeed that on account of our revenue laws all this lies in the region of the unattainable. Nevertheless, if so, from our point of view, it means the relegation of Ohio's educational system to an inferior place.

I would be pleased to continue the discussion of this question did time permit. I wish to add only that there is a large field which is needing systematic cultivation in the training of teachers by means of county institutes and local teachers' meetings. In the last number of the *Harper*, in his admirable article upon Ohio, Dr. Thwing observes that Ohio stands for individualism. Individualism is well enough, provided it be the right kind of individualism, but the father who would permit his son to grow up to manhood in a state of nature in order to preserve his natural rights, would surely find a product in keeping with the deficiency of his insight. We do not desire to be left to ourselves. We should be saved from excessive unnecessary experimenting. It is the province of wisdom to enter upon the inheritance of the past, and I am satisfied that with the zeal and earnestness and fidelity which characterizes the management of the local institutes of the state, there could be well appropriated that wisdom which comes from wider experience and which the state alone is adequate to employ and suggest.

With a well equipped pedagogical department in the State University for the work of fitting for the higher positions in our state, with a system of normal schools of sufficiently high standard for

admission and for graduation, as to bring new inspiration into the communities where their graduates teach, and with such oversight as the state alone is able to give of these countless minor organizations already in operation for the education of teachers, we will have the conditions adequate to the situation and will not have them until then.

How to bring to bear the right influences upon the solution of these questions is one which has to do with organization. We work at a disadvantage. It is difficult to concentrate educational sentiment with sufficient force, because of this lack. I would be pleased could there be brought to pass conditions somewhat as follows. We ought to have in this state what may be called a permanent Educational Commission created by the state and consisting of men and women so selected as to wield the largest power by way of influence and suggestion. It may not be wise to suggest what ought to be the nature of its membership but its representation should consist of those whose positions guarantee adequate insight into the complex problems which would necessarily arise.

In its membership should belong the governor of the state, the commissioner of public instruction, and the chairmen of the educational committees of the two houses of the legislature. The president of State University and the president of one of the largest denominational colleges should be in its membership. The six or eight large cities should have representation here, as also should the cities of medium size. The rural schools should have their representatives and if normal schools should be established these should have representation. Aside from these there could well be appointed representatives from other walks of life in order that these questions of public instruction should find a tribunal adequate to their examination. It should be a permanent commission. It should

be so appointed as to remove it from all partisan bias. It should be endowed with power to recommend to the state legislature such improvements as would make adequate provision for education. It should be required to meet often enough and long enough to do its work well. Its expenses and those only should be paid by the state. If the work of legislation is to be entered upon in a wise, progressive and liberal way, such commission would seem to me a matter of primary importance.

As a complement to this, if it were possible, the department of the Commissioner of Instruction should be enlarged. To enlarge it effectively would be to increase its staff of assistants. There is an immense field for such work. The Commissioner of Instruction ought to have agents whose sole business should be to direct and study the work of education throughout the state. Take that of instruction in our cities. We work separately and alone. We have little communion one with another. From lack of organization individualism is carried to excess. We ought to be more thoroughly combined for our highest development. It would be an admirable thing could the state commissioner have two competent men whose time should be given to the study of education in cities of 5,000 or more, to study their systems, examine their workings, compare their merits, make reports, convene their representatives, and so bring to bear upon each city the combined wisdom of all.

The department of instruction should have agents to do the same thing for smaller cities and villages whose problems are in many respects identical with those of larger cities and yet at the same time are widely different. It ought to have agents who should make a study of the great problems of education in the rural schools which are now being rapidly organized under the Workman Law.

It is necessary to have unity in order to have the highest success, but unity is not possible without help. The office of the commissioner of common schools is not adequately equipped to do that large and important work of unifying the public school system of Ohio and bringing to bear its collective wisdom upon its problems. The commissioner should have agents in correspondence with the local leaders of county institutes. They should be qualified to advise as to courses of instruction, as to men for employment, as to programs of study and of work. There should be at his disposal the means to print such reports, studies, suggestions as may be made, and to send them freely over the state.

The commissioner with such a staff would be the fitting agent for such studies and investigations as the state commission would desire to make. Take the question for example of the examination of teachers. It is a matter of infinite importance. For what purpose should it be? To test present attainments? In part, but there is a still larger service which is not adequately performed, namely—the setting of standards for teachers to reach. I have looked over too many examination lists to be very deeply impressed with their breadth or efficiency. Our system of examinations needs revision. More adequate guarantees should be given to merit that it shall not forever be held in tutelage. I am not speaking of state examinations. I am speaking of the local examinations for the rank and file of teachers. Progress here must indeed come slowly but there should enter in such lines of inquiry as will indicate the paths along which teachers ought to move, and which will set up adequate standards.

Suppose that over our state requirements should be announced beforehand. Suppose, for example, that teachers would be examined upon given books

of literature or of science or upon certain phases of education, as its history or theory. One can see that through such a central board, removed from local pressure, the progress that is made in certain sections might be extended to all, because local examiners are often under the bondage of local opinion, from which they ought to be relieved through the action of the state. We lack organization. Through organization merit may be protected and rewarded, incompetency weeded out. I take personal pleasure in the contemplation of the Workman Law. I believe that in the long run it will demonstrate its wisdom. But here, too, are questions that must come in for solution. It may be necessary and desirable to facilitate the combination of townships for purposes of supervision. It will be necessary to fix standards of qualification for these superintendents. As this work grows, the relation of township superintendents to examining boards will become a matter of much importance. The growth of the teachers' reading circles is bound to bring this work into greater and greater importance as organization becomes more and more effective.

We greatly need in this state a law looking to the promotion of free Public Libraries in our smaller towns and villages.

There ought to be created a state library commission with power to appropriate from the state treasury given sums to rural districts and small villages in order to stimulate, under wise conditions, the growth of small libraries.

Such a commission should have the power to employ an agent to look after this matter, to print lists of books, suitable for such libraries and directions for their use.

It is apparent that there is a great field which needs cultivating but which can be reached only through adequate care and cultivation. I agree that it is very nec-

essary that we should be wise. Education is a matter of slow growth. With us defect of organization wastes our energy. As teachers our strength is so absorbed in the daily details of our work, as to leave little time and strength for that which lies beyond.

We have few resources at our back. We become wearied in well doing. A generation goes by and comparatively little has been accomplished. I would not for a moment underestimate the past. There is not a drop of pessimistic blood in my veins.

Nevertheless, I believe there is a work to be done for whose support both public resources and a public sentiment are strong enough provided we had the means to bring it about. The entering wedge in this matter seems to me the establishment of a state commission of education.

If we can gain that and rightly qualify if we ought to have that which can give voice to public sentiment in an effective way. We have a legislative committee but it has no funds behind it and it is not widely enough constituted. We have a state board of examiners but they, too, have a special work to do.

The children of this state number not far from a million souls. It is true that many elements enter into the work of instruction aside from mere teaching. It is equally true that the schools of any given community cannot rise much above the conditions of that community which we call its civilization.

But the truth is progress must largely come from without. Inspiration must come from without.

They who are strong must bear the infirmities of the weak, and it is the business of the state to see that inequalities are rectified.

There are sections of Ohio that are rich in children but poor in this world's goods. There are other sections equally rich perhaps in the first but richer in the

second item of the account. The state can no more afford to allow its poorer districts to fight losing battles for intelligence than a city. It is a great problem, this levying and distributing of taxes so as to secure equal opportunity. The question of text books in the public schools is an important one. With all due respect to our legislative fathers, they are as liable to go wrong as right on that question. The voice of the people is not always the voice of God.

On great moral questions the people are generally right. But when it comes to questions of finance, for example, of economics, of such questions as pertain

to education, they require especial study beyond what ordinary intelligence and ordinary opportunities can give. It is for this reason that we should strive to secure a more effective concentration of power through organization. The ends we seek for are important. The state we work for is worthy of every effort. The efficacy of true education has been set forth by the world's greatest teachers, and as the representatives of a great body of men and women, it should be our pleasure as well as our duty to bend every effort toward the wise performance of our work.

HERBARTIANISM.

PRO—BY PROF. T. G. DUVALL.

The task assigned me has at least one attraction and one drawback. The attraction lies in the thought, full of inspiration to every reflective mind, that the human soul is a vital germ of manifold and significant potentialities, putting forth and budding under the stimulus of an environment commanded so largely by the teacher. "Man is endogenous, and education is his unfolding," is the way Emerson puts it in his happy epigram. And while I am not ready to go the whole length with Herbert Spencer when he says, "The subject that underlies all other subjects, and therefore the subject in which the education of everyone should terminate is the theory and practice of teaching," I share nevertheless in large measure in the enthusiasm over exalted educational ideals and lay a proper emphasis on the necessity of clear-cut notions concerning their realization. But here the embarrassment already mentioned emerges, and with it a paradox which will not be over-

looked. I refer to a natural and growing aversion to cut-and-dried speculation of every stripe, to those especially which concern the culture of such a subtle and complex thing as a rational intelligence. I must confess I am inclined to fight shy of all educational "isms," and to look upon the rage for "systems" and "methods" as little short of vanity and vexation of spirit. It was with no light heart that Frederic Harrison set down his experience of education as carried on in England. "I cannot forget," he writes, "that I have had to take part in education in one form or other for nearly forty years; that I have for years past joined in the discussions and conferences on this question. . . . And now after forty years or so I am coming round to think that the less we systematize education, dogmatize about it, even talk about it, the better." Now I have not wandered my forty years in the educational wilderness, and I still find much pleasure and some profit in talking about culture ideals.

And yet I am coming more and more to see that "a good education is a general mental and moral condition, like a virtuous nature and a healthy body," and that "many things work delightfully for good whilst they are spontaneous and unorganized; but when they are stereotyped into an elaborate art, and evolve a special profession or trade of experts, they produce unexpected failures and end in more harm than good." It is difficult to tell whether one is more amused or edified by the nonsense verses quoted from the English newspapers:

"The centipede was happy, quite,

Until the toad for fun

Said, 'Pray which leg comes after which?'

This worked her mind to such a pitch
She lay distracted in a ditch,
Considering how to run."

To which George Herbert Palmer, who makes the quotation, adds: "And well she might! Imagine the hundred legs steered consciously—now it is time to move this one, now to move that!"

Nevertheless, while our judgment, conscious of the rich and varied implications of personality, surrenders to set theories only with a reserve, this surrender must be made, tentatively at least, if we are to have any progress whatever. As a working-basis, tentatively held and cheerfully altered with deepening insight, an educational theory becomes an indispensable *pou sto* of life. I believe Herbart's pedagogical theory possesses a unique excellence in the way it recognizes and meets these trying conditions,—offering but few principles, and these far-reaching and deeply significant, being capable of adaptation to the most varied individual peculiarities and to an ever-growing life. Herbart probed deep into the mental nature and was the first to give adequate recognition of the organic

connection between knowledge of mind and training of mind. How his scientific conceptions differed from the pre-critical theories of the "faculty" psychologists, and the semi-critical notions of English Empiricism, needs no special comment. He who is to do us real and permanent service in pointing out the true end of education, and the best road to follow in its attainment, must be a deep and patient student of mind. Herbart's pedagogy is built on the bedrock principle that the mind is no mere "heap or collection of impressions," is no mere aggregate of faculties, each functioning in complete indifference to its fellow, but that it is an organic unity, and that its function is synthetic and constructive.

Life is a synthesis in which environment furnishes the material, the mental nature the principles and the rich and varied content of Personality the ideal ends. Insight into the truth of this proposition is the beginning of wisdom,—especially to the educator. To enforce this thought a short *excursus* into psychological theory may not be irrelevant. Perception is essentially the process of rationalizing sensation, or the application of the categories and principles of the mental nature to the raw material of sensation. The perceptive activity is very complex. The physical stimulus occasions the primary mental reaction and the result is a sensation. The sensation is a formless, unpicturable state of the sensibility, accompanied with more or less physical feeling. The presence of the sensation in consciousness occasions a second mental reaction, and a completed percept emerges. The first reaction of the mind gave rise to the sensation as a mere state of consciousness; the second connected this undifferentiated state of the self into the percept, objective and definite in form, size, color, position,

etc. These two reactions occur simultaneously, or nearly so. To spontaneous thought, according to which we "just open our eyes and see things," and to "common sense" psychology which deals knowingly with "impressions" and their "copies," these reactions do not occur at all.

But the percept, as an individual representation in the mind, is not the goal of the cognitive process. Rather, it in turn becomes the unit in a higher synthesis which we call experience. It is essentially a new product, and as such has a new meaning which the constituent factors, taken singly do not possess.

"Wisdom and purpose shoot golden threads of meaning and worth" through the entire fabric. But all this meaning, all the purpose and wisdom which we read *in* the world of experience is read *into* it by the mind in the process of this second synthesis. Experience, minus this contribution, is nothing more than a series of discrete symbols, intrinsically meaningless, but capable of taking on form and meaning through the synthetic activity of the mind. The world of intelligence and meaning, then, is the mind's own manufacture.

But the synthetic function of the mind does not end even here. Just as Epistemology has found in rational synthesis the fundamental principle of knowledge, so has ethics found in the synthetic activity of the personal Self, the Practical Reason, the ultimate principle of the moral life. The moral ideal is the ideal of the personal self. It ought to be realized because in it and through it the Self is realized, for the law of rational well-being lies in Self-realization. In the unfolding of our life, the moral Self expresses its nature and essential needs under the form of a moral ideal, even becoming more determinate in outline and richer and fuller in content.

It was, therefore, by no mere hap, but by the unerring insight of the true analyst, that Herbart rose above mere perception to the principle of apperception, and made it the keystone of his arch. By it all things educational consist. Beyond doubt it is one of the most fruitful principles contributed by modern psychology, and one of the utmost pedagogical significance. Compared to it, the threadbare doctrine of "association of ideas" is a mere external make-shift. "All teaching depends upon a certain presentiment and preparation in the taught; we can only teach others profitably what they already virtually know; we can only give them what they have had already," said Amiel. This is profoundly true. To ignore the principle of apperception is to be swamped in a chaos of "unrelated snippings of knowledge."

Herbart insisted most strenuously on the ethical as the end of instruction. "Education aims primarily to form character. Herein consists the sum total of my pedagogy. I do not recognize any instruction that does not educate." This insistence on the ethical in teaching has been the fly in the ointment to some and a source of rejoicing to others. Thus, to George Herbert Palmer there is the "inexpugnable objection" to the teacher's meddling with the moral consciousness of the pupil. "By a course of ethical training a young person will, in my view, much more probably become demoralized than invigorated. What we ought to desire, if we would have a boy grow morally sturdy, is that introspection should not set in early and that he should not become accustomed to watch his conduct." The reason assigned for this position is that only instinctive action is swift, sure and firm, and that calculated goodness is vulgar and repellant. On the other hand, Frederic Harrison, by no means a religious zealot, starting from the same

premises comes to the opposite conclusion. "If there is one thing on which all the great reformers of man's social life have insisted more than another, it is the essential unity of education, in its moral, mental and active side, and the hopelessness of trying to build up a truly organic education out of many kinds of mere sectional instruction. If there be such things as morality and religion, and if anything can be said or done by way of inculcating them, or applying them to life, then education cannot be severed from morality and religion, and all real education must be inspired by religion as well as by morality." I think Herbart's conception suggests a reconciliation of these opposing views. With him, education is designed to result in the production and intensifying of certain "interests," and these in turn are to motive and regulate improved moral conduct. But the application of this thought to the details of life gives rise to perplexing questions. Of these,—

"Adhuc sub judice lis est."

In summing up, it is no small thing to say that Herbart's theory possesses the merit of being singularly clear and simple. It appeals strongly to our common sense. Besides this, its application to the work of the schoolroom is eminently practical. I breathe a sigh of relief every time I pass in thought from the miscellaneous survivals which too often constitute the current school courses,—miserable relics of the paleontological era of pedagogical theory,—to the broad and generous conceptions of the well-rounded and symmetrical character set forth in Herbart's views. One should know what Montaigne and Comenius did, as well as the work of Rousseau and Pestalozzi, in order to fully appreciate Herbart. And while there is no best educational system any more than there is that Liebnitzian fiction—a

best possible world, there is a wealth of good in Herbartianism which will not be soon exhausted.

CONTRA—BY A. B. JOHNSON.

My views are usually so eccentric that I am not embarrassed by the absence of the leading paper. Twenty-six European nations contributed to the educational exhibit at Chicago last year, and the most prominent exhibit there was the one from Germany. One thousand, one hundred and fifty cities and towns in this country contributed to the American educational exhibit. The German Educational Commissioner said that the German teachers could learn much from the best American teachers. He said, "Our boys and girls work in slavery to the text books. They have not the independence of the American youth."

I leave you to make the application of this to what may follow. The teaching and the disciples of this school impress me as having nothing that is either new or clear. These are the points that I wish to make. My objections are right there. Kant and Hegel and Herbart were contemporaries. Kant died when Herbart was twenty-eight years of age—they were contemporaries. They were great men and great thinkers as we all know; they all thought and read on the philosophy of the mind. It is fair to contrast their views. I believe it is often true that the profound writer and strong thinker ultimately brings his best thoughts and topics to a focus, and gives us his best thoughts in a nut-shell. Kant says, "Perceptions without general notions are blind, and general notions without perceptions are empty." It seems to me that strikes the student of mental philosophy as true as an axiom. Hegel says, "Knowledge without meditation is empty." Herbart says, "The assimilation of ideas through ideas leads to the cultivation of character." You see the truth of that, and I do not believe you

see as through a glass darkly. Why gentlemen, there was assimilation of ideas in the brain of Booth who assassinated Lincoln, and Scott Jackson who committed that diabolical crime. There are too many exceptions to that rule. Here is another: "Character building is training and will in its turn lead to apperception." It has been the practice of the sophists to link error with clear truth. Here is another: "The cultivation of the common branches leads to discipline, and this will lead to the building up of a noble character." The cultivation of the common branches is a good thing. To bind a boy or girl to study is a good thing. It has however not much to do with character building—very little indeed. Virtue can be taught only by virtue. It is life. It is manner. It is manifestation. It is the innermost thought of the teacher that molds the character of the youth. The sequence of studies leads to moral discipline. Are we to be misled by his language? No, not here in America, although we have much rich soil congenial to a growth of chestnuts.

Who was Herbart? A metaphysical realist who brought forward a system of efficient instruction. It is unfortunate for his disciples and may be for us that he never tested the efficiency of the system himself. He spent two or three years of his early life in tutoring two or three little children in a private family. His life was spent in lecturing in the university to learned professors. Such a man is not prepared to dictate to us in regard to methods of education. We have a right to take it with much allowance. Correlation, centralization and various other terms are used but what do they mean? You and I perhaps were present at Cleveland in the Superintendents' Section of the National Association, and there we heard the giants in debate. How did they spend their time? They spent it in trying to understand

these terms, and they came to no conclusions. One man who was anxious to relieve his mind and that of his friends comes out with a new nomenclature. After its author has been dead for more than fifty years its disciples have begun to solve correlation.

Now in regard to that term correlation; it simply means reflection. If you put that word into your book whenever you find the word correlation you will understand it better. Not only will you understand it better but you will get a better term. You sophists cannot hide behind such a mystery. Now, in conclusion, I want to say something in regard to this favorite term that is so continually used just now; namely, child-study. We need not be so much disturbed about the child. He is better prepared to receive the instruction usually than the teacher is to give it. The child state demands nursery methods, but when does the pupil cease to be a child in an educational point of view, and when shall he begin to act for himself? We do not seem to have gone that far in our inquiry.

Now nature seems to have been kind to the child. The moment he opens his senses he begins to absorb knowledge. How much he learns! It has been said that he learns more in the first few years of his life than in the same number of years at any time after. That is a provision of our Heavenly Father, but there comes a time in the life of the child when this learning becomes stale to him. He begins to grasp subjects not agreeable to him. This is a well known law. It is because of reflection that in the sweat of his brow he shall earn his honors. Blessed is the man who believes in knowledge and works up to it. There is an effort by some to prevent him from ever putting forth independent strength. Every obstacle is taken out of his path. This is a great mistake. The child should be taught to depend upon himself

if you would make him strong. Bismarck says that without fighting there is no life, and that fighting is the joy of life. It is the joy of a man to encounter obstacles. If you ever pass through fire you are sure to tell your friends. The child can be proud only when he overcomes difficulties placed in his way. You will then train a man and not a booby. That is the outcome of all this theory.

Why is the farm the best place to train a boy? Because they are working. There everybody works and that work prepares him for his work in school. Such has been the history of the boys who have become presidents and statesmen. What do these Herbartians advocate? Why, they teach a child a little of everything and not much of any thing. I am not prejudiced against the Herbartians. They have their place, but I am not going to let them lead me into errors. What a responsibility we have! If any one should be alive to the interest of the youth of this country it should be the teacher.

DISCUSSION.

SUPT. J. W. ZELLER: Did our State Board of Control make such a great blunder as to recommend a book that is not worthy of the consideration of the twenty-five thousand teachers in the state of Ohio, when they recommended to us the study of McMurry's *Methods*? Did that Board make such an egregious blunder as this? Are there not two sides to this question? I trust that there is some man who has studied the philosophy of Herbart thoroughly who will answer this question. I have not studied it thoroughly myself, I tried to learn the A-B-C of it, and may still study it.

Is it not a fact that it demands some attention and study, and is it not a guarantee for it, that it is receiving the best consideration of the teachers of this country? It does occur to me, that there is among

some of the teachers in this country a prejudice and bias against Herbart. I think that that is true among some of the teachers of Ohio, from what I gathered last year in our convention at Cleveland, and from what I gathered this year in this convention I think there is a prejudice against Herbartianism that is not worthy of the great association that we represent here to-day.

It does occur to me that there is something wrong. Let me refer you to the chapter on "Concentration," in McMurry. This is a chapter that no doubt you have all read and studied. Did not the contents of that chapter receive a cordial assent in your hearts and minds? Let me call your attention to the fact that it is no argument against him because he was not a teacher; neither was Plato a teacher; neither were many others who have done good work along the educational lines.

Now in regard to the term "correlation." That is not a new term. I have a geography twenty years old, and it is in that. I tell you that there is something in it, and if McMurry is a true exponent of the philosophy of Herbart, it is worthy of our thought and our careful study.

A. B. JOHNSON: I said that I liked things done up in small bundles. Now the chief objection to the philosophy of Herbart, is this: that he seeks to make objective, that which is in its nature, subjective.

The terms "correlation" and "concentration" were going on in our minds long before the name of Herbart or of the processes that he makes. As I said before, there is nothing in the work that is valuable, that is new, and that which is new in the work is not valuable.

PROF. WARREN DARST: I wish to say that in calling for an explanation of what Superintendent Johnson meant by the terms objective and subjective, I

wanted to know that I might have a clearer understanding of his position. I was associated recently with two institute men who spoke a great deal upon this subject. I said to them that my knowledge of the schools and schoolmen of Ohio led me to believe that we have been familiar in this state with those thoughts that you speak of, a long time ago. I feel perfectly at home with them.

Now if I understand it, we are familiar with the thought-processes as laid down in this work but we do not know them by the same names. So far as I have been able to understand, the university men, who have had time to study these subjects, have given us the idea, but the teachers of Ohio have not been putting into practice what the university men have been preparing for us. I believe that we have been doing good work in comprehending these things, and I believe that we have already been doing this, but we can now do it in a clear and satisfactory manner since they have brought it out for us. What the gentleman said about these ideas' not being new and not being valuable is no argument in this question. The same thing is said of every reformer. It was said of Martin Luther and it was said of every other reformer. What Herbart has done is good, although we have been unconsciously doing it for many years. I have the ideal of unity, and that it should go into the mind as soon as possible. I have no objection to the term reflection, but I like the term apperception better; it gives to me a clearer idea of the matter.

MISS MARGARET SUTHERLAND: I take the floor to disagree with a man to whom I have looked with reverence for many years. I have no doubt that he can keep teachers alive and possibly not introduce Herbart, but it is with the deepest regret that I see Ohio men, whom I always regard as the very best men in the world, getting up and de-

crying with bitterness everything that is new.

Now if there is nothing new, if we have always known all these things, have always done all these things, and if we have always had everything then there is nothing new in education. I do not know how you can slight the subject of child-study. I believe that we must study the child as an individual, and that we must keep before the child the fact that he must do so much work in geography, or grammar or arithmetic to be educated.

I think that Herbart has done us good in broadening our views, in reaching out after the principles of education. I will never agree to be the follower of any one man. I want to know all I can from any source it can be obtained. I will seek every year as long as I am in the work to find out something new about the child. I do not know when the child ceases to be a child. I am still a child, so they tell me. I am trying to study the philosophy of Herbart, and I wish to continue to do so as long as I am able to obtain new information from it. There is danger of going to sleep in the school work if we do not study. I do not understand why it is that if we are doing these things we shall not say so. If we are carrying out the principles of Herbart let us agree in regard to it. I think the time has come for some one to speak the truth.

SUPT. HALL: I was very much interested in the opening statement of the speaker, that this Herbartianism is neither new nor clear. I put it that it is either valuable or it is not valuable. I think that it is true that those things in it that are new are not valuable, and those things in it that are valuable, are not new. I do not believe there is an Ohio man who has found anything in it except what he has been practicing for twenty years in his school work, and I do not believe there is a lady teacher

in this association who has been for ten years in any grade of school work who has not made apperception, as they call it, prominent in every branch of study, although she may not have known it by that term, and although she may not be able to get up and develop her ideas to others, but she has found what the pupils already know, and she has also found out what they do not know.

I think that Superintendent Johnson is right, when he says that these things are not new, and that which is new in it is not valuable, and what is valuable in it is not new. As a matter of terms to be used and in order to make the work of study more systematic, so that we can talk more forcibly and more clearly upon the subject, it may be a good thing. It may be true also, that it is new to young teachers, but it is not new to the older teachers of this state. In reply to Superintendent Zeller, I desire to say that it was no mistake on the part of the Board of Control to recommend this book for the study of the teachers. It was much talked of in educational circles everywhere, and it was right for us to study it, and to know something about it, and to learn the merits of the work.

C. L. LOOS: I think it is unfortunate that they have in this philosophy these names. They scare some of the people. Another unfortunate matter is that the metaphysical thinkers have been writing on this subject until they have blinded us and there remains to us the old definition of metaphysics which means one man trying to teach something that the other man cannot learn. The chief thing that attracts me in Herbartianism is that it addresses itself to men's experience. I want to say a good word about the statement made by Superintendent Johnson in regard to education. Now education may not be the building up of character. Guiteau and Booth may have been educated men, but they were not men of character. Education might

make of a man a villain, but we know that education ought to be the building up of character. That is its legitimate mission in this world, but teachers forget this fact. We are always trying to make education something less than what it is. We cannot always rely upon the statements made by Herbart. I do not think that the teachers of Ohio mean to go about their work in this matter of education wholly by Herbart and nothing but Herbart. I want to hold on to that which is good whether it was given us by Plato or any of the other great reformers and because we cannot agree on this hair splitting shall we despise it altogether and throw it out? We may do great harm to the cause of education in that way. We may drive young teachers to despise it altogether. We know ourselves that the teachers who fail to rouse an interest in the pupils are failures in the work of the school.

PRESIDENT J. W. BASHFORD: I have listened with much pleasure to the discussion of the question, but I am sure that Herbart has helped us very much in one thing. I can sum that up in one sentence. I would say that it is education finding its tongue. You say that it is nothing new, but that you have always believed and practiced it; but why then did you not say it?

It is an immense help to me always to find a man who has had my experience. I find that in reading his principles I have been believing them from childhood. It is always a great help to me when I read or study any author; it is so in regard to the principles of Herbart. I have always known it but Herbart has helped me to say it. By the study of this philosophy I have found a tongue and that is a great advantage.

Another great advantage in the work is its realism. In the philosophy of education I think you will find this is true—that you must have a will to see the right. I never saw a man whose will

was wrong on the use of liquor who could see right. Christ said, "Blessed are the pure in heart, for they shall see the kingdom of God."

I think one criticism might be made which is right, and that is that some of

the disciples of Herbart have laid too much stress on interest and have tried to make it take the place of duty. You can not substitute anything in the place of duty.

DO THE PUBLIC SCHOOLS GIVE A REASONABLE MASTERY OF THE SUBJECTS STUDIED?

ARITHMETIC.

BY H. B. WILLIAMS.

Arithmetic has long held a prominent place in the course of study of the elementary school. Various have been the opinions of experts regarding the educational value of this time-honored branch. So widely different have been these opinions that some have regarded arithmetic as the "most useless of subjects," while others have insisted that it is the most important.

A few years ago, General Francis A. Walker denounced many of the problems in use in the schools as worthless since they were mere puzzles or numerical "conundrums." Then came a broadside of criticism from President Eliot charging that too much time was given to the subject, and urging the introduction of elementary algebra and geometry in the latter part of the grammar school course. In more recent expressions of opinion, we find the Report of the Committee of Fifteen assigning arithmetic to the second place in importance among the several branches, while the extreme "correlationists" would tack it on some "central" subject as a sort of caudal appendage. Messrs. McLellan and Dewey in their recent book, "Psychology of Number," maintain that the unsatisfactory character of the results in arithmetic is to be attributed to faulty methods of

teaching, rather than to the nature of the subject.

Whatever is the cause of the criticism and attacks upon arithmetic in recent years, it is the consensus of opinion among thoughtful teachers that the results in this branch are incommensurate to the time devoted to it.

The educational value of any branch of study depends upon the knowledge it gives for daily use, the preparation it furnishes for future study, and the opportunities it affords for mental and moral training. When we apply this test to arithmetic, it is found to meet each of the conditions in an important degree. In its practical aspect, it enters into the requirements of every walk of life. It is not the province of the schools to turn out expert accountants and lightning calculators, but they should prepare pupils to grapple with problems involving the ordinary applications of numbers. What acquirements should be regarded as a reasonable mastery of the subject? I answer that pupils going out from our schools should be able to perform the four fundamental operations with integers and fractions with facility and accuracy; they should thoroughly understand percentage; they should know the denominate numbers in current use together with simple mensuration; and they should have a working knowl-

edge of powers and roots. These are the trunk lines of the subject with which all others connect. They are the subjects of paramount importance on the objective or practical side; they furnish ample preparation for pursuing the study of the higher branches of mathematics; and, if properly taught, they are rich in material for mental training and development of character.

But what are the schools actually doing in arithmetic? In the matter of time, most of the schools are spending a full period of the entire eight years, with a review in the high school, on this branch. The country schools are spending much more time proportionately than the city and village schools. As to results, it is safe to say that fairly good results are attained, but at too great a cost. It is the prevailing opinion among teachers that some such course as outlined above should be mastered in much less time than is now given to the subject. Various schemes for economizing time have been proposed. The disciples of Herbart would teach arithmetic as the tail-end of some other subject, but many teachers are skeptical on this point. They believe that the performances in arithmetic should be given in the big tent rather than in the side show.

Teachers all over the country were almost taken off their feet by the recent publication of stenographic reports of recitations in arithmetic in the primary grades of the Kansas City schools. Some have been saying that an educational Moses has arisen in the West to deliver us from the thralldom of barren, time-killing methods. At first impression, the results shown by these reports seem almost incredible, but a careful study of the method used in leading up to them shows that they are not so wonderful after all.

As already remarked, the chief source of dissatisfaction with the work in arithmetic is the time that is given to the

subject. How, then, may there be a saving of time without sacrificing what is necessary to a reasonable mastery of the subject?

There is an immense amount of dawdling or "marking-time" in primary work. To inflict all the analytic and synthetic processes which are possible with the numbers from 1 to 10 upon first year pupils is an outrage, and teachers who follow such a method deserve to be prosecuted for cruelty to animals, if for no graver charge. It is a debatable question whether there should be any direct instruction in numbers in the first grade. Reading, writing and spelling are the important subjects in the first grade, and these subjects together with the language and nature work ought to furnish sufficient work in numbers. The first step in arithmetic is to teach the pupils to count. They should count *things*, and time should not be squandered on trifling forever with "counters." As Supt. Greenwood facetiously puts it, "Pupils should not play with shoe-pegs when they are able to carry fence-rails." The second step is the mastery of the four fundamental processes. These should not be taught simultaneously. Addition should be taught first, and taught thoroughly. Addition is the basis of rapid, accurate work in all the other processes. Very few pupils in the upper grades can add rapidly and accurately. The business man uses addition more than all the other processes combined. It has been the practice of the schools to spend the major part of the first four years of the course in numbers in mastering the fundamental processes with integers. The practice exercises are made up almost entirely of abstract numbers. This is a great mistake. Concrete numbers, such as have a meaning to the pupil should be used. There is a double reason for using concrete expressions. It is the true pedagogical method, and it admits of a

correlation of arithmetical subjects which may be made to save a great amount of time. Exercises in denominate numbers, fractions, percentage and its applications, involution and evolution may be used for practice work in acquiring facility and accuracy in the fundamental processes. This is the underlying principle which explains the phenomenal results shown in the Kansas City schools.

One of the greatest mistakes in grammar grade work in arithmetic is the sacrifice of time and sensible methods to set forms. "The letter killeth, but the spirit giveth life." It is no uncommon thing to see solutions which might be written clearly enough on a space the size of the palm of the hand drawn out to an interminable length. This practice is an effort to make a problem in written arithmetic conform to the plan of a complete mental analysis, with the mental process left out. The worship of form crushes out all originality on the part of the pupil, and in many cases the mastery of the form is more difficult than the solution of the problem. That a certain amount of form is necessary, no one will deny. It is the sacrifice of time and rational methods to mere form that is to be condemned.

Another source of loss of time is found in the character of the language used in the exercises in our text-books. Often the statement of a problem contains technical words and expressions that are meaningless to the pupils. Then, somehow, the pupils get the idea that the data used in the exercises of the text-book are drawn from sources essentially different from those used around them. They think that the transactions about them are not worthy a place in so sacred a volume. Wonders and freaks are always located in some distant place. It should be the constant effort of teachers to teach things

rather than books. The pupils must be taught to observe the activities of the community in which they live. If a water-works plant is being constructed in your town, the digging of the trenches, the price of labor, the weight and capacity of material—all will furnish timely, interesting data for problems. The advantage of such exercises is apparent. The pupils understand the conditions, and can employ all their mental power on the arithmetical side of the problems. They learn to observe and think. They become interested in what is going on about them, and are led to see the application of arithmetic to the every day affairs of life. "The School is not for life, it is life," says Dr. John Dewey.

Time may be saved by a larger use of mental arithmetic. The ability to perform mentally all ordinary number processes with small integers and easy fractions is of great practical and disciplinary value. It is not a rare thing to find pupils in the upper grades resorting to Long Division where the divisor is a single digit. On the side of mental training, the important thing in teaching arithmetic is to train the pupils to accurate thinking; for this end, no subject taught in the elementary school is equal to mental arithmetic. Mental or oral arithmetic of the right kind should be given from a half to three-fourths of the entire time allotted to arithmetic. Give us more sensible mental arithmetic, more use of the brain, and less use of the fingers, and the results will take care of themselves.

Lastly, time may be saved by entirely omitting some of the subjects or parts of subjects still found in our text-books. However, teachers should not be concerned so much about what may be omitted as they should be about what must be taught.

LANGUAGE.

BY J. W. ZELLER.

I wish to say in regard to language what every teacher knows and that is, that the subject of language is neglected in our schools. I know that there are exceptions to the general rule but I know that the subject is neglected. Especially do I know this to be true in Northwestern Ohio. If I should confine myself strictly to the subject I should say no. It is scarcely debatable. Why is this? Is it because our teachers are not up on this subject of English? Let me suggest a remedy for this neglect. I believe that when our teachers can realize the importance of this subject they will qualify themselves to teach it and the success in this branch will be as marked as that of arithmetic or history. I believe that in the past teachers have not generally recognized the value of this subject. In regard to the subject itself I desire to say that the first and primary object of English work is to cultivate the power of observation, and second to cultivate the power of expression. Third, the power of giving ideas and expressing them properly; fourth, giving to the pupil a larger equipment, an increased vocabulary of words, and fifth, to give pupils the ability to comprehend thoughts from the printed page. If we fully realized the importance of this subject and if we get the real idea of what we should give to our pupils in the public schools, I am certain we should do better in this branch. I believe that it is the duty of our superintendents to bring this subject out and to make it as prominent as any other branch in the course of study. I do believe the public schools are giving a reasonable mastery of the grammar part of it. I am certain that part is well done.

You remember years ago we did nothing but parse words and analyze sentences in grammar. We have been

making some improvements along this line. Now we make parsing and analysis the means by which they may apply their knowledge of the English. I really believe that we are doing something in the art of language. I really believe that we are doing something in the science of language. In fact I really think we are doing something, along both of these lines.

HISTORY.

BY MORRIS HENSON.

It is evident to all thoughtful and observing teachers, that our schools have not in the past given a reasonable mastery of the study of history. It is equally evident that present results are very unsatisfactory. All will admit, however, that rapid progress has been made in recent years in methods of teaching the subject, and in the application of the subject matter studied. With all of our progress, though, there is yet vast room for improvement.

If our results are unsatisfactory, if we have failed to give the reasonable mastery of the study we should, why is it? Surely it is not any fault of the branch itself. There is almost a unanimity of thought concerning its educational value. Almost all are agreed that history has as definite a place in any system of instruction, as has arithmetic, language, or the natural sciences. The cause of our failure, then, must be due to other reasons. Possibly, if we take an inventory of our stock in trade,—the knowledge we have of history, if we consider our theories concerning the educational value of the subject, and our methods of teaching the branch,—and the time allotted to its study, and the division and arrangement of the subject as a whole, we shall find reasons for our poor results.

History is comparatively a new branch of study. Only in recent years has it

been pursued in our common schools. In consequence of this, we as teachers have not the adequate knowledge of the branch to teach it successfully. Of course we have read history, we think we have read it all, Ancient, Mediaeval, Modern, and General, but have we not read it, as we have read some of the great masterpieces of literature, read it a long, long while ago, and now we have only vague, misty notions concerning it, and with these notions we attempt to teach it? Has our training not been such as to give us simply fact-lore? Have we studied it as a whole? Is there any unity running through history? These are facts that the old method of teaching overlooked, and we being the products of such methods are poorly equipped to teach it.

How are we going to improve matters? In the first place, we must bear in mind that the subject of history is a big one. Reading one history, or another, or even a third, is by no means *the* history of a country.

The history includes the whole life of a people, and not its political life alone. Recognizing these facts, and then studying the subject with earnestness of purpose, in a very short time our knowledge will be sufficient to insure successful teaching. I do not mean to intimate that our teachers must be specialists in this branch in order to succeed.

We want trained teachers in all grades of work, but below the high school we want teachers who are qualified to teach all branches of study. In the high school, those who teach the subject ought to have had a more definite training, they ought to have a more comprehensive range of knowledge, and, at least, a fondness for historical study. All of this, however, is within easy reach of the progressive teacher.

Possibly, the main reason why we have been so unsuccessful in teaching the branch, is that we have had a very

narrow idea concerning its educational value. We as teachers have paid very little attention to this. In fact we have almost ignored the matter. In many of our schools history is simply a memory study. As it is a source of valuable information, pupils are kept running over chronological tables, and repeating facts, until they become satiated with almost everything in history, that might be used to a wiser purpose. We overlook the fact that we pursue the study for two reasons. First, the development, and secondly, the information of the individual. Both of these reasons are important. The pupil ought to have a body of useful historical facts, but important as this is, it does not compare with the mental and moral influence that the study affords, if it be pursued intelligently.

The mental discipline derived from the pursuit of the branch is indispensable. While it may not train all the faculties of the mind, it is particularly adapted to the training of the judgment. To understand history, the pupil must compare one event with another, people of one country with people of other countries. He must arrange facts in such a way that he can see their logical significance. This work will give him a keen delight, unless he has been dulled by poor methods of teaching.

This practice makes him more cautious in forming judgments more careful in forming opinions, and more exact in reasoning. These are the very attainments that will best serve him in life.

The moral effect of the study is marked. One can not read the acts of men without noticing the direct results of these acts. If they be good, good results will follow. If bad, bad results follow. The student sees this running through all history. He also sees his relation to those about him, and to the world at large. He finds that the Greek

and Roman had much in common with him. He learns that the German and Englishman are thinking his thoughts, and are moved by the same impulses that prompt him. This is a constant surprise to the pupil, but it awakens a deeper interest in humanity, it enlarges his sympathies, it banishes narrowness and provincialism; and finally makes him feel the brotherhood of humanity.

All this I count very valuable. But in the past we have failed to accomplish this, for the reason that we have not considered the educational value of the study. We have been pursuing it simply for the information it affords. Valuable as this is, it is the "least important outcome of historical study."

A clear perception of this fact will have a marked effect upon our methods of teaching. Few branches of study in our schools have suffered more in consequence of poor methods. As has been intimated before, we have presented it in a way to cultivate memory and that faculty alone. The causes of events are interesting and useful, but tables of facts so arranged as to conceal their logical connection are dry and disagreeable. Our methods have destroyed all life and enthusiasm in the study. Is it any wonder that our pupils become disgusted with such work? Let us as teachers have not only a wide, comprehensive range of knowledge upon the subject, but also "a knowledge of illuminating methods of teaching history," and the study will prove attractive and fascinating to all, and its moral and mental influence will prove invaluable.

Another reason for poor results is the meager time assigned to the study. In our best schools not more than four or five years are allotted to the pursuit of the branch. Few of our high schools pursue U. S. History at all. Some devote one term to civics, and many two

terms to general history, and this constitutes the whole course of instruction in this important branch of study. In order that the best work be done, at least eight years of systematic work should be assigned to the branch, and four of these should be given to the high school. The Committee of Ten has wisely marked out the time for study in both grades.

Another objection is the assignment of work. Most of our Ohio schools pursue U. S. History alone, save the few terms given to general history at the close of the high school course. In order that the best results follow, this must be changed, and here the Committee of Ten has arranged the work. Let the primary school study myth and story. Let language and story be combined. This work can be pursued the first three or four years of the school course. It will form an excellent foundation for subsequent historical study. In the fifth grade systematic work in the branch should be commenced. The first three years then should be devoted particularly to American history, but biography of great and good men should receive special attention. Civics ought to be pursued in connection with history, and before the pupil leaves the grammar grade, he ought to have, at least, a general idea of the work of government in town, county, state, and nation. The last year of the grammar grade ought to be spent in the study of Greek and Roman History, not the details, but the interesting facts and principles that can be readily understood, if presented by a wise teacher. In the high school four years should be given to the subject. In the first and second years, two hours per week would be sufficient, but one year of five hours a week ought to be given to our own history. Civics of course should receive considerable attention, but an intelligent, historical interest should be

thoroughly awakened by such study, and the pupil directed to the many, most excellent books that have been written in recent years.

If such a course as this is pursued, our pupils will become thoughtful, independent thinkers and actors as citizens. They will be morally courageous, and intelligently patriotic.

Our teachers are realizing more fully than ever before the importance and value of history as a branch of study. Continued thought and systematic work will widen the range of knowledge, will improve theories and methods of teaching, and will convince all that history affords the discipline, mental and moral, that our pupils must have in order that they perform their part in life.

SCIENCE.

BY E. L. MOSELEY.

Many schools give a reasonable mastery of several branches of science. Others fail to do so. The failure is due mainly to the following causes, of which the first is the chief. The pupils study *about* things instead of studying the things. In a high school class in physics I remember being laughed at by my seat-mate for pulling a piece of string out of my pocket to offer the teacher who was telling us of some experiment that could be performed with it. We might recite about the experiments as described in the book but my seat-mate had never heard of such a thing as performing an experiment in the classroom, nor were we expected to do them elsewhere. Perhaps such a school at the present time would be hard to find, but there are many where the lack of a laboratory and apparatus is made an excuse for letting nearly all the experiments go unperformed. Fortunate are the schools that have well equipped laboratories large enough for the accommodation of the students in their science

classes, but much can be accomplished without them.

In physics the pupils can make many experiments at home without expense and will do so if the teacher give them some suggestions as to what materials are needed and inquire the next day about their success. Other experiments can be made at school with apparatus made by teacher and pupils. These home-made experiments have the advantage that the pupil learns just the conditions necessary to produce a particular result, while if he uses apparatus purchased for the purpose he may not so fully understand why it works as it does.

A school having no chemical laboratory would probably do well to omit chemistry from the course, but if the teacher is enthusiastic on the subject he need not confine his teaching to the textbook and experiments made by himself before the class. More than fifty instructive experiments can be made by the pupils with materials they can find at home with the addition of a few common reagents costing altogether not more than twenty cents for each pupil.

A human skeleton and life size manikin of papier-mache costing several hundred dollars are valuable aids in teaching physiology, but no school is too poor to have a few bones or to get of the butcher heart, lungs and other organs as they are needed to illustrate the subject. Pupils cannot be expected to take so much interest in physiology or understand it so well if they never see lungs inflated or how the valves of the heart work and are never asked to find and count their own pulse.

In no other science is material to work upon so easy to get as in botany—plants are not beyond the reach of any school in Ohio,—and in nothing else is it so easy to get every student in a large class interested and even enthusiastic. Yet in some schools most of the botany class

do not get interested at all. Why? Because they study not plants, but about plants.

Geology is one of the grandest of all the sciences and one of greatest educational value, but if the class has no access to exposures of rock, no collection of geological specimens and no teacher with enthusiasm enough for the subject to make such a collection, it would be better to limit the course in geology to what can be given in connection with physical geography.

A collection of stuffed specimens is not essential in making the study of zoology a success. The structure, metamorphoses, and habits of insects can be studied by the pupil in his own yard. Crayfish, clams, fish, frogs, turtles, sparrows, bats, in fact, representatives of a dozen classes of animals are accessible in every town in the state. Studying these alive by observing the external parts and their use and the habits and intelligence of each species will be very profitable if the student makes his own observations and draws his own conclusions, finds in many cases that he is wrong and learns gradually to be more painstaking in his observations, more accurate in reporting them and more thoughtful before he decides as to the meaning or purpose of what he has seen. Dissection will reveal to him many more admirable adaptations of the animal to its peculiar mode of life, enable him to understand its affinities with animals that do not externally resemble it and beget the habit of investigating thoroughly any subject he has in hand and of estimating correctly the real character of persons and things instead of judging them by superficial appearances.

Astronomy deals with subjects that do not admit of such close observation, yet without any telescope it is easy to see in the heavens many things the average student never notices because they are not pointed out or he is not told in what

direction to look for them. Familiarity with the constellations gives to the student throughout all the remaining years of his life, whether he be at home or abroad, a calm delight in the contemplation of the starry heavens which may be likened to intercourse with steadfast friends, followed by a feeling of repose, as it were, in the lap of the universe. How can our high schools which undertake to give the rudiments of a liberal education to the multitudes that never enter college refuse to give some practical instruction in this, the noblest of all the sciences? Besides the constellations the revolution, phases and eclipses of the moon and many things connected with them can be observed by the pupils without any telescope and their causes explained, also the direct and the retrograde motion of the planets and their change in brightness, the waning of the stars as they approach the horizon and the apparent enlarging of the moon and sun under the same conditions,—these, and a hundred other things can be observed by all and the reasons for them comprehended.

The remaining causes of failure in science teaching will be treated very briefly.

The habit of learning by rote I think most of us deplore and yet much of the teaching in our schools at the present time appeals to the memory more than the understanding. Take as an example this answer written on an examination in civil government three weeks ago by a girl who had recited more and studied much more than the average of her class:

"The governor of Ohio has important duties and powers. He may take the vice-president's place in case of sickness, resignation, death or removal, or absence. He presides over the senate, waits upon the justice's court, keeps a proceeding of the legislature, publishes a journal, issues warrants for arrest of those that have committed crimes, hears trials, makes decisions, preserves order,

may dismiss officers for bad behavior. He may veto acts passed by the legislature." A part of the answer to another question is as follows: "The constitution of the U. S. forbids any state to pass laws not approved by the president, or signed, to question standing armies, to carry on war with any state of which the U. S. is a part." So long as the preparation of lessons for the purpose of reciting and getting good grades is permitted to be substantially the only motive the student has in his other studies, it can not be expected that he will take up the sciences with an earnest desire to really know and comprehend what they have to teach.

A third hindrance to our public schools giving a reasonable mastery of the sciences taught is an exaggerated notion of the usefulness of books in all studies. Since the invention of printing, books have become so valuable a means for the diffusion of knowledge that many have come to think that in every subject they constitute the principal, if not the only, means of study. Some very successful science teachers use no text-book. Whether this would be expedient for a teacher who has daily to teach large classes in several subjects, may be questionable, but there can be no question that if the principal or superintendent insists on the class taking everything in the book even when the time assigned to the course is short, cramming and not a mastery of the subject will result. If the superintendent gives the examinations without consulting with the teachers it amounts to the same thing. School men expect the pupils to hold in mind for examination more facts than they should, whereas men outside the schools are surprised if they find that children whose learning has been confined to books have a definite and positive knowledge of any important subject. The fact is that after they have

been out of school a few months most of them do not have.

The last cause of failure we will consider is an undue regard for logical order in teaching. The author who has an extended knowledge of the laws of physics and in his efforts at unification of these laws is impressed with the molecular theory of the constitution of matter and the doctrine of conservation of energy and correlation of forces as the basis of modern physics is tempted to begin his book with elaborate expositions of these principles, a good enough order for one already somewhat familiar with the subject, but students are not prepared for the philosophy of a science of whose facts they are ignorant. To begin with the amoeba and ascend through successively higher forms of life to man, or begin with bacteria and gradually approach the rose seems logical and may be best for college students who have already studied zoology or botany, but not for beginners. Grown-up children, like infants, are analytic rather than synthetic. They get their first knowledge of a thing by pulling to pieces the finished whole, not by building it up. It seems logical in botany to begin with the seed but better results may be obtained by beginning with the plant in blossom or fruit as this affords the child much more to pick to pieces, makes a larger impression on his senses and captivates him with the study at the outset. The plants and animals we see daily about us are the ones we want to know first; protococcus, polyps, sea urchins and devil-fishes afterwards, if we have time for them. The authors of some of our best books in zoology and botany do not expect that classes will take the chapters in just the order in which they come or that one class will get over all the chapters, but that as good material is found to work on the book will serve as a guide to intelligent study.

READING AND SPELLING.

BY A. F. WATERS.

What it takes to constitute a reasonable mastery of a subject depends upon the importance of the subject and the ease or difficulty with which the subject may be acquired. The more important and the easier of acquirement a subject is, the greater the proficiency that a reasonable mastery implies.

It is difficult to say just where Spelling leaves off and Reading begins, so wavering and visionary is the dividing line.

Under one head or the other Pronunciation should be included, if for no other reason than that it is best in connection with these subjects.

Reading is indispensable to the student and to the citizen. There is not a profession in which success may not be attained with little or no knowledge of one or more of the other school studies. But it is not so with reading. Aside from man's natural endowments and nature herself, Reading constitutes the foundation and the building rock, the reader the architect, for the learned professions and higher callings. With its kin, spelling, writing, and the art of printing, it has preserved the world's past achievements and made them easily accessible to the intelligent reader. In short to be a Reader is to be educated. The whole fabric of education and successful living is so dependent upon reading that it should not be dismissed from care without thorough mastery.

Is there more dependent upon Arithmetic than upon Reading, that its study should be begun with the first lessons in reading and continue in one form or another long after systematic work in reading has ceased? Is there even so much dependent upon it? Or, is it that it is so much more difficult of mastery? Considering Arithmetic from a practical standpoint, and most of us have gone to seed on the subject of "so-called

practical arithmetic," I believe it will be conceded that the output of our schools is better able to make the calculations needed in everyday life than to read intelligently current matter.

A proportionally large amount of the discouragements met with in Arithmetic comes from inability of pupils to interpret the language in which the problems are couched,—a weakness in reading. In our schools there is a constant, and I am almost tempted to say growing tendency and disposition, to force matter to the consideration of pupils before they are prepared to receive it, to the exclusion of suitable matter and to their detriment. The ability to master a subject depends largely upon ability to read and understand what has already been written upon the subject. It is not so much to find out something new about the subject as to become conversant with what is already known upon it.

Reading and Spelling may be formal studies, but that neither argues nor implies that they are less important than History, Culture or Science Studies.

Spelling may not be so important as Reading, yet it is one of the essentials of it, and enters into every transaction where a record is made. And generous as we Americans are to the faults of others, we are unwilling to forgive the misspelling of words. A miscalculation, grammatical error, or omission of two or three names from a list of the Presidents of the United States, counts for naught against a misspelled word in a letter. Bad spelling is an unpardonable sin, saith this generation. And so great is the abhorrence with which we look upon bad spelling, that, from a business standpoint it seems perfectly right, when there is doubt about the spelling of a word, to write it so horribly as to cover up the doubtful spelling.

But the most important, the most neglected and the most abused part of

the subject is pronunciation. Bad penmanship may conceal bad spelling but it can't excuse bad pronunciation. Spelling proper is an essential part of written composition, pronunciation its counterpart in spoken language; but as the written language of any age or people is comparatively nothing when compared with its spoken language, how vastly more important is pronunciation than spelling. We have, practically speaking, no use for spelling except written spelling, and then *only* in written discourse; pronunciation only in spoken language. Pronunciation should receive the attention necessary to enable pupils at any stage of school to pronounce correctly as great a per cent of the words they use in spoken language as they spell correctly of words they use in written discourse. This is placing a low estimate on pronunciation, yet the requirement is not fulfilled.

Without entering into a discussion of present methods of teaching reading and spelling, we may denounce all claims that they are not taught as well as they were a quarter or a half century ago. But do our schools give a reasonable mastery of them? In forming our judgment in the matter, our observation of everyday business transactions, and knowledge of schools and school-work should assist us. Considering the question from these premises, I am of the opinion that the mastery is not a reasonable one. Instruction in these subjects should not be confined to a few years in school, Dr. Parker to the contrary notwithstanding, nor should it be hasty and spasmodic, but it should be a constant growth and development, watched over and directed so as to insure if possible, healthy reading habits after the days in school have ended.

FORMAL EXAMINATIONS OR TESTS, WHICH?

EXAMINATIONS—BY SUPT. W. H. MORGAN.

Some discussions and debates pedagogical are in their management and results very similar to those of theology, warm, earnest in their conduct and fruitless in their results. Perhaps this is as it should be, for in either case the old adage that even a teacher convinced against his will is of the same opinion still. Among the much discussed questions of the day is that of examinations in connection with their influence upon the work of the pupil, and their agency in his progress and promotion as well as in the success of the teacher. I enter upon this discussion with an apology as a preface, an apology, based not

so much upon an apparent needlessness of the discussion as upon the fact that we have laterally been advised as to the character and bearings of the subject from many and varied standpoints, differing in many respects from that of my own. There have been spasmodic and sporadic outbursts of attack directed against this old and faithful servant of both teacher and pupil, the suddenness and fury of which may well be likened to those of a Dakota blizzard, and as the visitations of the one have been followed by disasters to the labors of the husbandman, so have those of the others resulted in seriously damaging effects upon school work. These attacks have been the results in some

quarters of that condition of things wherein the servant has been permitted to exchange positions with the master, and as it is in all such cases the result is an unreasonableness or arbitrariness of management.

It is my firm conviction that the progress made in the efficiency of public school work in the last half century in our land has been largely the result of the influence of a regular and judicious system of examinations, examinations not for curiosity's sake but for that of thoroughness of the pupil's work.

The importance of examinations to the progress of the pupil must be impressed upon him until he has come to a full realization of their office in establishing a firm mastery of the studies pursued. This I do know that the schools of our city attained their highest usefulness at home and consequently their greatest honor abroad under the agency of such a system and the inspirations arising from its enforcement and continuance, and that this proud position was maintained so long as this system held sway. It was the stalwartness of the education and the sturdiness of instruction induced by examination necessities that brought us to this high grade of public school work.

No theory as to what may come or result from the pursuit of some other plan can replace this conviction existing, as it does, firmly in the minds and largely in the experiences of our oldest and best teachers. They justly make the inquiry: "Is not examination, either pronounced or inferred, the foundation upon which every successful advance and every worthy promotion in every sphere of life is predicated? How do we know of what knowledge we ourselves are possessed without an occasional inquisition, investigation or *test*, if you please?" What will reveal even to ourselves the character and quantity of our mental possessions so perfectly

as will a thorough inspection under the probe and glass of another? If a promotion is in contemplation, what was known or studied by the applicant during the last year or the last month is not so much a matter of interest as what he now knows or what he can now do, to not only maintain himself in the advanced position to which he aspires, but to enable him, by the expansion of intellect and the ripening of thought, effected by previous study, to vault still farther forward and upward. Former knowledge alone will not avail him at such a crisis. Previous good recitations alone will not furnish ground upon which the pupil must stand to mount still higher. Progress is indeed promotion, but all promotion in school is not progress. Present attainments and present ability must, to a great extent, be the instruments at his service at the time of promotion and the only reliable key which shall disclose the existence or absence of these qualifications is the *examination*.

Besides their usefulness in this regard, examinations have a tendency to solidify and permanently fix in the scholar's mind any knowledge he may have acquired in the pursuit of the studies covered by them. This result is an illustration of the same psychological principle as is the fact that the recounting of an incident has a tendency to fix the impressions of the facts thereof more permanently in the mind. Men will say that it is not a knowledge of facts alone that is desired. They want power and strength as exhibited in the development of mind. Well, the bone and tissue of the human system are not the bread and meat and beer and vegetables that we eat and drink but these are the material from which the bone and tissues are made. If a child has no facts he will have no mind to expand, nor will he have any memory to strengthen.

Again, examinations are excellent preparatory exercises for the oft recurring tests in the sterner matters of life. They toughen the mental fibre and prepare mind and heart for that which is beyond the school room. The well nigh universal and very natural custom among pupils of immediately repairing to their text-books or other authorities, (upon the completion of an examination), for the purpose of either verifying their work upon answered propositions, or of obtaining information upon unanswered ones, or for both purposes, is productive of much good. Will not the lessons thus learned be useful and abiding? Will not the refreshment be also strengthening? They certainly will. The settlements of doubts arising during the examinations have been of lasting benefit and constitute a good defense of, and plea for, earnest examination work.

The proposition that some children approach the task with great timidity and nervousness is well worthy of consideration. Such children are indeed entitled to the sympathy and special consideration of the teacher, and on account of the existence of this sympathy and the rarity of such cases, they seldom fail to receive the consideration so justly due, and special provision never fails. The number of cases will be found significantly small if we take into consideration the very large number of children interested. Indeed, they constitute the very exceptional cases. For instance, in the recent examination for entrance to the high schools of our city, out of the total of nearly eight hundred pupils who were subjects for examination, six only applied for exemption from the examinations by reason of nervousness or other physical defects, all of which requests were readily granted on the indorsement of the principal of the school and the teacher of the pupil. Even such children, if

examined, would derive much benefit from the examination if it be given at a time when excitement may be eliminated or abated, as the tendency of the exercise is not only to strengthen the nerve of the pupil but to give him encouragement and assurance.

The objection that proper promotions are often interfered with by the examination is largely a mental delusion, not a reality. It is not sustained by experience, and I think that such cases are so rare as to occupy scarcely any place in the memory or records of the teacher. Indeed, I know they are not so frequent as the cases of nervous or other physical disability.

I would not estimate the right to or qualifications for promotion upon the result of one single examination, and that one at the close of the preparatory period, but partially on the results of the quarterly or term examinations held during that preparatory period. The combined favorable results of these, taken in connection with the teacher's favorable judgment, should and would constitute a title indisputable, a claim well founded and a test of ability well established. This plan would furnish evidence of a sure, general foundation, and individual exceptions to its provisions should and would receive such attention as has been intimated, and as the peculiarities of the case might demand. As to the promotion of pupils, I would fain be spared a reference to this threadbare subject and would not indulge any sentiments on the matter or weary your patience with words concerning it, but for the apprehension that the advocates of a shoddy training are constantly and without reason assailing every point that tends to strengthen and make independent the pupil's progress. It is to be regretted that there is a tendency prevailing among teachers and pupils, to lay out and grade a royal road to education, a

road whose gradients are so easy and whose obstructions are so slight that muscular mental development becomes retarded by reason of a lack of proper exercise.

Were our teachers all infallible, were they all perfect in morals and manners, indeed, were they superhuman in their judgment, justice and wisdom, the advice to "let teachers have their way," "permit them to teach and direct as they think best," "do not hamper the pupil, permit him to wander and glean from Nature's fields," "do not try to ascertain by the *awful examination* the value and extent of his mental acquisition," "do not trouble his nervous system with such serious tests, but promote on the judgment of his teacher," would be pertinent. I say if the teacher were without error in judgment and prejudice, then might such advice be considered, but we have already too much superficial product in the world of matter, and let us endeavor to keep this shoddyism out of the educational market. The best and most faithful teachers are not willing to have their year's labors measured by their own estimate or their own standard, nor is the world at large willing to promote under the advice of one who naturally might be biased.

The following are the words of a well known educator: "I do not know of any well known educational philosopher or practical teacher who believes that the promotion of pupils should be decided on by the pupil's standing in written examinations not prepared by their teacher or decided on in any other way without consulting the teacher's judgment, yet, in doubtful cases, at least, the teacher's judgment should be steadied by that of some other competent person. If the matter of promoting pupils to a higher grade be left to their teacher entirely, there will always be a suspicion, at least, that the teacher may perhaps unconsciously be affected in her judgment

in some degree by such cases as these: 1st, lack of room or facilities for the pupils in the grade to which they belong; 2d, the small number of pupils in the next higher grade; 3d, lack of knowledge of what is required in the next higher grade; 4th, too low a standard by which to judge whether work is passably well done; 5th, a weak and unwise sympathy with pupils, not knowing it is worse for them to be promoted too soon than too late; 6th, the desire to be rid of particularly troublesome children; 7th, dread of opposition from the parents of pupils not promoted; 8th, the fear of being thought incompetent if several pupils failed to be promoted and the hope of gaining credit if a larger number pass. Is it not possible that some or all of these reasons may heretofore have somewhat affected promotions in our schools? We can see very readily that if the teacher were always a person of mature judgment and conscientious in all her work, the promotion on her individual recommendation might be advisable, but this is a place where the Subjunctive plays an important part. It must be said that there is a reasonable doubt as to whether all teachers are competent judges as to the efficiency of the work done by all pupils. The examination need not determine the promotion but it has its uses even in the case of promotion."

Examine the classes in their work done. Do it judiciously and sensibly and do not abandon these tests because some one nervous child in a hundred or more dreads this ordeal. Provide graciously and carefully for this one. Do not hang the promotion entirely on the final examination or upon the combination of all the yearly or term trials but combine with them the judgment of the teacher made at the proper time and proper place. Instead of the examinations being a bugbear, most pupils enjoy them. They have proved their efficacy

with us for sixty years and still the colleges and universities in our land are looking for the graduates from our schools.

In the recent examinations, while some of the estimates of the pupil's ability made by the teacher kept very closely to the examination results, many of them varied from 15 to 30 per cent, being that much higher than the examinations justified. The examinations were conducted in the rooms where the pupils had studied during the year and under the care of the teacher who had charge of the pupils during the entire year. From this, it is evident that there is a great diversity in the ability and disposition of teachers to estimate the mental capacity of their children.

One word as to the marking of results. The reasons for marking results with letters instead of figures are to me a mystery and a conundrum past finding out. Even the merchant, who adopts a word containing ten letters, using these letters instead of figures to secretly mark the value of his goods, is compelled to reduce the letters to figures before making out his bill for his customer, and the teacher, who uses letters, must eventually thus explain his hieroglyphics to the untutored and ignorant parties mostly interested. How much easier and more comprehensible to tell a pupil or his parent that he had a grade of 90, or 80, or 70, or 60 per cent than to say he was worth "E", or "G", or "P" with a line under it, or "F" with an exponent attached! Are these not subterfuges? Are they not mere excuses to satisfy some man's desire for something new? We are all attracted by new things and, like the little child, ready to grab at anything in sight. The more glittering and the less reliable, the greater the attraction to many of us. Should we run after an idea simply because it is new, relinquishing in our desperate flight, old things which have stood by us and which

have proved the foundation of inestimable strength and incalculable value, simply because they are old,—abandoning these old principles simply because of the days ago? Pedagogical ideas are of ancient birth, of extensive years and their character never changes. Sometimes we think we have a new way of imparting, planting and cultivating them and we make undue haste to follow in the wake of our new inclinations and discoveries and often with disastrous and discouraging results. While pursuing good game we are often directed by the gaudy butterfly or the Will o' the Wisp and to our utter confusion and dismay. Which is easier and plainer, 75 per cent or G with a line under it or P with an exponent? What will the teacher, weary and worn, (for such teachers are, at the close of the year,) and this is the period when such information is sought, what, I say, will the teacher say when it is demanded of him why Jim or John or Minnie or Sally has failed of promotion, if he has nothing but the bare *estimate* to show to the person who has properly and righteously made this demand? How will he make answer when confronted by a charge of favoritism with nothing but his opinion to support him? There is scarcely an Annual Report of schools, either village or city, coming to me in which there is not a discussion of this self-vexed question. I am of the opinion that most of the vexation has arisen from the thrusting of the matter into the pedagogical hopper by those who are or were more anxious for debate than the accomplishment of good. Some who were once found on the negative side were subsequently occupying affirmative ground and vice versa. There seems to have been a swaying to and fro and an unsteady position held by many anxiously awaiting the test of experience. It is a matter for congratulation that after all the expenditure of labor and time many

have driven entirely around the question and returned to the place whence they started. The exclusive estimate plan has been tried and found wanting, and the same may be said of the one examination plan, although I think the latter has less of sin to atone for than the former. The first has surfeited our grades with unprepared pupils. If the second has probably retarded some who if relieved of the embarrassment of examination might have been advanced to higher grades and advanced work, I do not think this is pertinent to cases where the promotion sought was from grade to grade in the same department. It is however safe to assume that a pupil who is an applicant for promotion should at the year's close be able to tell something of what he has been studying during the year. The cases of damage done are in my opinion fairly chargeable to the plan of promotion based exclusively upon estimates. The main charge laid to the door of the examination system is that pupils will in anticipation of a trial pursue a method commonly styled "cramming," which in some mysterious manner may become something of doubtful service to them. If this idea is correct concerning one preparation what may not be said of the daily practice in anticipation of a good estimate? In the latter case the pupil may lose all care for the to-morrow and only prepare for the to-day, and when the to-day has passed the learning vanishes with it. Thus if one or two cramming during the year are to be deplored, how is it about the daily practice of such educational transgressions? As I have said, the general result is in the direction of a combination of the two plans, such as has been suggested by many successful teachers and superintendents. Out of about forty replies to interrogatories sent to the superintendents of American cities I find a very large proportion are pursuing this plan, and in my judgment it is the fairest

and safest one, and next to it is the plan of combining examination results, such examinations being held several times during the school year and at stated times or at regular intervals or at unannounced periods. These propositions seem fair and conclusive. I will add, however, that the results of the examinations, held in our own schools during the year are very gratifying and assuring to teachers, pupils and superintendent, and satisfactory to parents and friends.

TESTS—BY J. A. SHAWAN.

In opening this discussion, I wish it distinctly understood from the beginning, that I believe most firmly in the sounding line as a necessity in pedagogical navigation. If the water is deep, there would seem to be little need of sounding, and if the water is shallow, a short line will answer the purpose as well as a long one; and, in order to insure safety, it ought to be dropped at frequent intervals rather than at stated periods. That stated and formal examinations have done much good for the public school system, I cheerfully admit; but that they are the only means, or even as good as some other means that may be employed to reach the same end, I most emphatically deny.

The gentleman has stated many excellent points in favor of examinations which, in the language of William Pitt, "I shall neither attempt to palliate nor deny." In fact, I would add from such old veterans as William Richardson who has said, "Examination straightens up loose work, corrects faults, infuses ambition and energy, and leads to precision and thoroughness." "Never give a child a piece of information which you do not call for again," said the lamented Dr. Stevenson. "Examinations are useful for instruction. The searching question put to-day shows the student how to study better for to-morrow," was the opinion of Dr. E. T. Tappan long

since gone to his final rest. "I am of the opinion," said Dr. John Hancock of blessed memory, "that if any tests are to be used to determine the progress of pupils in the acquisition of knowledge and in mental development, a properly conducted written examination is the most satisfactory."

From these and other quotations which might be used, and from what the gentleman has said, we are led to believe, that the chief object of all examinations is to "straighten up loose work," to "correct faults," to "lead to precision," to give "practice in composition," to "call for knowledge given before," to "show the student better how to study to-morrow," to "test the pupil's strength in the acquisition of knowledge and mental development," and, last, but not least, to show the teacher his own weak points in time to correct them. These are desirable ends "devoutly to be wished for" and if formal examinations secure such ends, and, if they are the only method by which such ends may be reached, let us have them by all means.

But is such the case? The final examination which is a formal examination, can lay claim to no such fruits. It is final. It may test the "acquisition of knowledge and mental development," it may give "practice in composition," and it may decide the all-important question of promotion; but it can not, and does not "straighten up loose work," "correct faults," or "show the student how to study," nor does it show the teacher his own weak points in time to benefit the retiring class. In fact, about all that can be claimed for it, is the good resolutions formed by teachers to teach better and pupils to be more faithful next time or to study the examination questions more exclusively. But when the Fall term opens, the good resolutions are forgotten by both teacher and pupil except to specialize on ques-

tions. It is an examination for promotion, nothing more, a vain effort to find out what is already known in the case of four-fifths of every school. It is a scare-crow placed before the children to frighten them to do what the teacher is unable to inspire in them.

We would not dwell upon the nervousness of children, for we have no doubt that this has been greatly exaggerated by physicians and parents. More nervousness has been occasioned among older pupils by late hours at the theatre, the dance, and card parties than by the work of the schools. Nevertheless young children are susceptible and unsuspecting, full of confidence in the word of their teacher and any man or woman who keeps before the minds of his pupils this Charybdis and Scylla that must be passed by all, is scarcely less excusable than the foolish, silly, criminal teacher in New York who is said to have told her pupils that the Devil would get them if they were not obedient. The statement so preyed upon the mind of one child that in a fit of hysterics she shouted, "The Devil is coming," "The Devil is coming." The whole school was thrown into such a panic, that work had to be suspended and one child was crippled for life. Of course, such mistakes on the part of teachers are not necessarily the fault of the system; but, brethren, let us blow up these "Hell Gates" and then every bark however frail which successfully reaches the entrance to the harbor, may pass and anchor in safety. What is said of final examinations may be said of all examinations which originate in one source, but especially those usually held at the close of the Fall term. They come too late to be helpful or suggestive to the teacher in that term in which almost half of the real work of the year is done.

But, says one, these examinations give the superintendent an opportunity

to know how the pupils are advancing and what the teachers are doing. This may be in a measure true where the examiner is able to examine each paper for himself. But think of a superintendent with an enrollment of forty-four thousand pupils trying to find out what each one knows. Allowing to each child an average of three papers, he would have beside him the nice little pile of one hundred and thirty-two thousand. If he could examine two papers per minute which would not be too much time in which to pass an honest judgment, sixty-six thousand minutes would be consumed. Taking two hours and a half on an average each day from the other and no doubt more important duties of his office, he would complete the formidable undertaking in four hundred and forty days. In other words, the writer of the last paper examined, if not in heaven, would find himself well on in the work of the seventh grade before hearing the thrilling news of his successful passage from the fourth.

But, if he accepts the necessity of the situation and passes the examination of these papers over to the teachers and principals, "What shall it profit him?" Will there not be almost as many standards as examiners? A writer in the May number of the *Ohio Educational Monthly* which always publishes the latest and best educational news, says, "The written examination is not necessarily a test even of the things sought to be tested, since the judgments of equally good teachers as to the value of a paper may vary so widely." Dr. White, in his able pamphlet on *Promotions and Examinations*, shows that the unbiased estimates of good teachers as to the value of a manuscript differ as much as thirty per cent. I was personally impressed with this difference in the case of the recent state Inter-Collegiate Oratorical Contest. I had the honor of being associated as judge on composi-

tion and thought, with a prominent minister of Cleveland, noted for his literary taste, and a college president of this state, noted for his good judgment. A package was sent to each of us containing the nine orations printed and without the name of the contestant or the institution which he represented. The oration ranked first, by the minister, was placed second by the college president and myself; the one which was ranked first, by myself, was placed fourth, by the minister, and eighth by the college president; the one ranked first, by the college president, was graded seventh by myself, and ninth by the minister. All of this goes to prove that able men of fine literary taste, careful judgment, and sound scholarship, will differ widely in their estimate of the worth of the same manuscript. It also shows that as far as Comparative Scholarship is concerned, the superintendent's examination is a failure unless he examines the papers himself which, in the larger cities, is impossible.

But, says another, the superintendent's examination may direct the work of the future. This, perhaps, is the most unfortunate feature about the whole system. Every superintendent has his limitations and a routine teacher is the first to discover them. Where the questions all come from the same fountain-head, whether from the superintendent or principal, they are easily preserved, the fountain of limitations discovered, and the contents poured upon the unoffending heads of the children. In any city where such a system prevails you will find hundreds of old registers, pupils' records, and even annual reports pasted full of such questions which become the guide and inspiration of the teachers in their work. And why not? Do not the pupils thus drilled always pass the most creditable examination of any classes in the city? Have you not preserved the products of your own fer-

tile brain that you might not ask the same questions over, and thus disclose your limitations? We all have hobbies, some large, some small, some very small; and, as soon as our hobbies are discovered, cramming is the result.

I once knew a county examiner who rode a hobby, a very harmless animal, but it would rear up, and kick backwards, and plunge forward and bias and many's the unsuspecting victim who lost his balance in the unequal contest. I was young and innocent then, but I learned the tricks of this animal and by dint of a few days' practice before a coming examination, was able to ride successfully. Some of these hobbies, I am bound to admit, have proven themselves beneficial.

But all of this cramming is simply in line with the "Thousand and One Questions and Answers" which are imposed upon young people with almost criminal liberality, many of the answers being shamefully inaccurate and misleading. Mastery of subjects by teachers and pupils is what is wanted, and not isolated facts gathered here and there regardless of their relation to each other. If a subject has been mastered, any fair examination can be passed. Schools which prepare young teachers simply to pass examinations are no more reprehensible than school systems which make it possible for the minds of children to be abused in the same manner. In conversation with a well known high school principal, not many hours ago, he made the statement that the Massachusetts Institute of Technology is considered the easiest school to enter in this country but the hardest to remain in, because so many other schools prepare for its examinations. But examination ability, does not always mean working ability and where the latter is sacrificed for the sake of the former, failure is inevitable.

Let teachers have a little more

freedom. Think of a college president preparing all the questions for all the departments under his management. It never has been done, it never will be done. And yet, the average college professor is no better qualified to test the work of his department than the average grade teacher in a good system of schools in her department. It may be that an occasional suggestion, a little wise supervision, may be necessary from time to time, especially in cases of inexperience, but that is the business of the superintendent or principal. It may be that formal examinations were necessary in those earlier days of the profession when the superintendent and principals alone showed professional spirit and tried to keep up with the most advanced thought of the day, but in these latter days, with better qualified and more carefully prepared teachers, with improved methods of instruction and broader educational discussions, they are no longer necessary as a measure of efficiency, in most communities, at least. Nearly every city has its training school which no one is allowed to enter who is not reasonably well qualified in the branches usually taught in elementary and secondary schools. This insures a scholastic foundation and professional training. One thus equipped is prepared to test his own work especially under competent supervision. But I do not wish to prolong what may seem the theoretical side of this discussion.

It had been the custom in the elementary schools of our city for the six years preceding last December, to hold three examinations during the year, one at the close of each of the three terms. For the first, the teachers prepared the questions and they showed commendable skill in that art so necessary to a teacher's success. For the second, the questions were prepared by the principals. It will be seen that no attempt was made at the precise uniformity that

seems so desirable to some, and yet unity was always kept in view.

The conditions are not the same in all parts of the same city. My friend will no doubt concede a difference between the pupils who reside on Walnut Hills and those who dwell across the Rhine. In every city there are those localities where the children are "surrounded by all that adorns and embellishes civilized life," with educated parents to assist in their language, and home libraries to supplement the work of school—the great middle class if you please, and other localities where the English language is never heard in its purity if heard at all, and an English book is never seen. Give to both the same opportunities, but it is manifestly unfair to measure both by the same dead level. The one who sits in the watch-tower with glass in hand, can not tell so well what is needed in each particular part of the field as the subordinate who commands on the ground and is engaged in a hand to hand conflict. Officers may often learn wisdom from their humblest subordinates.

There are superintendents before me to-day who believe most emphatically in stated, formal examinations in cities, with uniform questions all coming from the same source, who would not entertain the thought for a moment in connection with the County examination of teachers and yet the contrast can not be greater between ignorance and intelligence, disadvantage and opportunity, in any two counties of the state, than it is in different sections of the same city.

In the above plan referred to, the superintendent prepared the third set of examination questions. Fortunately, only those were required to take this examination whose standing in any subject was below eighty-five per cent, combining the results of the two preceding "examinations" together with the teacher's estimate of the work done in

"recitations," which estimates were to be taken once a month or at such intervals as suited the teacher's convenience, provided that they were not taken daily or so frequently as to interfere with enthusiasm or interest in class work.

This plan was gratefully received at the time and was believed to be an improvement on the usual, formal examination where the superintendent does all the shining and the teachers all the brushing:

First, It put no premium on cramming and did away with uniformity.

Second, It made it possible for that nervous, excitable class of pupils found in every school to escape the final examination where the strain is always greatest.

Third, It put a premium on faithful every day work.

Fourth, It gave the teacher more independence in teaching.

Fifth, It relieved the teacher of a great amount of work at that time of the year when everything comes at once and life at best is a burden; for, all of those having a grade of eighty-five or more in any study were excused from the final examination in that subject.

There are other minor advantages that might be mentioned, but there were also disadvantages that became more and more apparent every year. These may have been due to the management, but I think not, I question whether formal examinations can exist without them:

First, they failed as a directive force to teaching energy. They came at a time when the term's work could be but little benefitted by them and were too formidable to be placed sooner in the term or increased in number.

Second, they were too expensive. With a large class, it was scarcely possible to examine in more than one subject a day. The morning was taken in writing upon the subject assigned, and

the afternoon used by the teachers in examining and grading the papers. The time used in this way for the three examinations aggregated about twelve days a year which, in our case, meant about \$18,000. Moreover, the supervisors and special teachers of whatever department were off duty during the above period although their salaries went on as they should. The losses in this way added to the above, makes a conservative estimate of the cost of stated examinations in the Columbus schools about \$20,000 per annum. Considering that the chief value of these examinations was the wonderful discovery of what we already knew, it seemed to us that we were "paying too much for our whistle."

Third, the waste of time and energy on the part of the pupil is to be taken into account. As a rule, the work was done first on slate or scratch paper and then copied on examination paper, neatly and without blot or blemish. Fully as much time was spent in this purely mechanical part of the work as in the more important thought processes of an examination. This seemed to us another very serious defect.

Fourth, we can not deny after all that there is a nervous strain attending any measure of mental ability which can not be avoided. As said before, we believe that this has been exaggerated by parents and physicians and in some cases aggravated by unguarded words and suggestions on the part of unwise teachers. Experience shows that this strain is greatest just before the contest while in anticipation and dread of the dire results of failure. Even politicians understand this. Children do not differ very materially from teachers, the most sensitive and best prepared are usually the most anxious and fearful. In vain does a kind hearted Superintendent assure a young, ambitious teacher that she can do just as good work with a one

year's certificate as she can with one for three years, the very suggestion is a shock and despair is depicted on the anxious brow. In spite of all that we may say to the contrary, "I wonder if I will pass" is a nightmare that has disturbed the slumbers of many a head both young and old. The problem then is how to get the benefit of these good points in written examinations and yet avoid their shortcomings. It would seem that a test carefully prepared and covering one or more recitation periods, unannounced, wisely distributed, and, in which copying is not allowed, ought to meet the conditions. Just where the test leaves off and an examination begins I do not consider necessary to state further than to say that an examination may consist of several tests and in that sense a test is less formidable and, hence, less offensive as a term than the word "examination." It differs from a written or oral recitation in that it may cover more ground, be more thorough, and take more time.

What is well adapted to one system of schools may not suit another at all. So we determined to test the matter for ourselves. Many of our teachers and principals had already been experimenting on their own accord with gratifying results. In order to more fully apply a theory that almost as much could be accomplished in less than half the time, the following instructions were sent to each principal to take the place of the regular December examinations in the Elementary Schools in all grades above the second:

(1) Begin with such subjects as the teachers may select which may be different in different rooms of the same grade in the same building. Do not test on consecutive days. (2) Give no notice to the pupils before hand. When the time comes, the teacher will simply state that instead of the regular recitation a written test will be had. (3) Do

not call the work an examination, but a written test. (4) The test may occupy two recitation periods, but in no case shall last longer than an hour. (5) The test shall usually begin at the commencement of the program period for the subject tested. (6) Ten questions are to be prepared by the teacher, subject at all times to inspection and revision by the principal, and submitted one at a time, for it is believed that the loss of time for the quicker pupils will be more than compensated by the saving of confusion which would be occasioned by submitting all at once. (7) If all the questions have not been answered inside the hour limit, stop and grade on those answered. (8) There shall be no recopying. In case a problem has been solved on the slate, it should be resolved, not copied, on paper. There is no mental strength gained by copying. The original work is what counts, and should always be the pupil's neatest and best work. One who always does his best does well enough. (9) Use the usual examination paper, and write with pen and ink.

The results were all that could be desired. Some of the children were surprised to find when the time for the term examinations came, that they were all over; others suspected something because they had been writing more than usual; all were glad that the work was done, though sorry to lose the half holidays. The teachers had discovered that these tests unannounced, without nervousness, without cramming, without copying and, hence, representing the child's best original thought, had accomplished fully as much as the old, term examination. With this confirmation, a plan of promotion which had been in process of preparation for a long time and which embodies the best features of all similar systems adapted to our conditions, was submitted to our Board and unanimously adopted Janu-

ary 7, 1896. But as we are not discussing promotions except incidentally, suffice it to say, that for the Elementary Schools, provision was made for tests as indicated above; for the High Schools, similar tests with extension of time at the discretion of the principals, and which that veteran high school principal, Abram Brown, says can be worked out in spirit, if not in letter; the Normal School alone retains the old system of grading for special reasons, not but that the principal of that excellent department of our system is fully up to date, but for the sake of comparison, as the rank determines the order of assignment when elected to the Reserve List of Teachers.

But "the real test of the pudding is in the eating," and in order to get the more mature judgment of our principals, not based upon the single test of the Fall term, but after six months of further observation the following was submitted to them at the close of the year together with a number of other questions which we have not time to review:

"Do the tests give you as good an opportunity to know just what your pupils are doing, as the formal term examinations?"

The following are some of the answers received, and I wish to state that they come directly from the school room, and are not the theories of men's brains:

"Both my teachers and myself consider that the tests afford a better opportunity for knowing what the pupils are doing than the stated examinations." "Because," says one, "the questions are clearer, more concise and to the point." "Because," says another, "the child has no time to cram and is obliged to answer according to his knowledge of the subject." "I believe better," another states, "because for the stated examination the child may cram." "The tests give a better opportunity of determining what the pupil knows and is able to do," says an-

other principal, "because the term examinations, coming at stated times, were always anticipated with dread, and many children worked themselves into a highly nervous state in preparing for them, and were unable to do themselves justice; on the other hand, many pupils were inclined to neglect their daily work, thinking they could make up the deficiencies by cramming for the examinations, the tests coming at unexpected times, certainly have a tendency to keep up the daily work and to increase the pupil's power." "We all know what our pupils know much better by giving frequent tests than we did by stated examinations once a term," says another.

Others say: "They are proving very satisfactory in testing the knowledge and ability of pupils." "They afford a better knowledge of the progress of the pupil than the former term examinations." "In my estimation the tests are far superior to the former term examinations for finding out the standing of a pupil." "If conducted aright, yes." To which I most emphatically say, Amen. The success of anything depends upon its right use, not its abuse. "The tests show what the pupils really know, not what they have crammed for a special occasion." "I think . . . better . . . , as they are not restricted to one term on the same subject, but may be given as often as the teacher or principal thinks necessary." Another principal wisely says, "the tests give the teacher a better idea of what the child knows and gives it an opportune time. The examinations at the end of the term come too late to enable one to strengthen weak points. Tests prevent cramming. They leave one free to teach logically and psychologically. No matter how faithful the teacher may be, if she knows an examination is coming, she will teach with it somewhat in view." The following is from a principal who has always been a strong advocate of written examinations: "The tests give

teachers and principals a better idea of what the pupils are doing, than formal examinations can.

"First. Because of their frequency, enabling us to judge of the work at every stage.

"Second. Because of the removal of temptation on the part of the teacher to spend considerable time in preparation for a formal examination, in order to insure good per cents, time which can be used to better advantage."

I have quoted freely and might continue to do so, but all opinions seem to be essentially the same. As to whether pupils are nervous or excited, the general opinion is that they are not, "that they have absolutely neither the time nor the occasion to become nervous. Of course pupils who are naturally slow and easily rattled may fret a little under pressure, but as no exact number of questions is required to be answered in the hour, and only one is given at a time, and work ceases when the hour is up, there is no real occasion for this."

In answer to the question, whether promotions have been made with the same care as last year, the prevailing opinion is, that equal care has been taken while some claim that pupils have been more thoroughly sifted. I am inclined to the latter opinion judging from the calls at my office on account of failure to pass. However, the true answer to the last question will be better known when it is seen how the pupils can do the work of the next grade.

I wish to say in conclusion, that tests will not run themselves—they require close supervision. Very often the principal or superintendent can tell more about a teacher's work in a ten minutes' examination of a list of questions, than in running through piles of examination papers. It is here that wise suggestion can be made and effective direction given to the work. The art of questioning is the teacher's highest qualification; crush

the development of this art, and the schools will be formal, mechanical, lifeless: give opportunity for its most perfect development, and they will be characterized by vim, vigor, vitality. The old text-books with their formal questions at the bottom of the page have become well nigh obsolete, the stated examinations will soon fall into the same condition of "innocuous desuetude," but they will not be entirely forgotten; for when in that distant future, the antiquarian pronounces a skull as that of a nineteenth century school teacher on

account of the figures, grade marks, etc., found on the inner surface, a picture so beautifully drawn by the school-master poet, I have no doubt that in many cases the grade marks will be obliterated by the scoring of the glaciers of formal examinations. But, teachers and superintendents, the schools are for the children. Whatever benefits or inspires the teacher, must benefit and inspire the children. Formal examinations hamper, they do not inspire. Tests give freedom and freedom itself is an inspiration.

PROCEEDINGS OF THE DIFFERENT SECTIONS.

HIGH SCHOOL SECTION.

The Secondary Section met at 2 P. M. in the Children's Dining Hall, E. L. Harris of Cleveland President and C. L. Loos of Dayton Secretary pro tem. H. H. Helter, principal of high school, Troy, read a paper on Rhetoricals. This paper elicited much favorable comment, and was very thoroughly discussed by Ballou of Toledo, Miss Smith of Warsaw, Indiana, Sarver of Canton, Lynch of Cleveland and others.

At this point the President appointed the following committee on nominations: C. G. Ballou of Toledo, H. H. Helter of Troy, J. W. Sarver of Canton, C. L. Cronebach of New Philadelphia and C. P. Lynch of Cleveland.

In the Round Table discussion the first topic was Latin and Greek prose composition. Mr. Lynch opened with an account of his experience and immediately became the target for many questions. The general opinion seemed to be that this is the worst taught subject in our high schools.

The next subject was the best method for the first year students. This was

opened by Abram Brown, Principal of Columbus High School. This proved a fruitful theme, and one to which much anxious thought had been given by high school principals and teachers. The conclusion was that these first year pupils needed more careful teaching and better teachers than any other grade, and that the teaching should as much as possible conform to the methods used in the eighth grade of the grammar schools, changing gradually to the methods of the high school.

The following is the report of the committee on nominations:

President—E. W. Coy, Cincinnati.

Vice-president—Miss Hall, Piqua.

Secretary and Treasurer—Mrs. Perkey, Defiance.

Executive Committee—A. Brown, Columbus; C. P. Lynch, Cleveland; C. L. Loos, Dayton.

The President appointed the following committee to investigate the Michigan Schoolmasters' Club and report on the advisability of a similar organization for the high schools of Ohio: C. P. Lynch, J. M. Hanna, C. G. Ballou, C. L. Loos.

KINDERGARTEN AND ELEMENTARY SECTION.

The Kindergarten and Elementary Section assembled in the ladies' parlor at 2 P. M., and was called to order by the President, Dr. Mary E. Law, of Toledo.

The first paper on the program by Superintendent M. F. Andrews, of Linwood, was an excellent and persuasive argument for kindergartens in the public schools. Mr. Andrew gave his own experience in helping to organize and nourish a private kindergarten in the public school building and the beneficial and inspiring influence it exerted upon teachers and pupils of all grades. His paper was full of bright points and pertinent illustrations. His plea for kindergarten principles, instead of kindergarten appliances in the primary grades was met with approval by the kindergartners and superintendents present. The elementary teachers shed light on the kindergarten philosophy. They were earnest seekers after the truth, and anxious to know how this knowledge might be obtained. It was suggested that primary teachers take a course of training, and when that was impossible, that they have a course or two of lectures by a competent training teacher.

Professor Coler, of Sandusky, followed with an address along the same line. He said, "Nature and nurture are the two principal elements of education." Beecher used to say, "The first step is to be born well, the second step is to be taught well." Heredity and environment must not be overlooked. I believe in the kindergarten. Its idea is in accord with the theory of apperception. It is con-

sistent with the philosophy of innate ideas. Its design is to follow out the injunction of the old masters when they said, "Follow nature." But the best argument in favor of kindergarten is its results.

"The tree is judged by its fruits." His address was scholarly, and listened to with profound attention.

The Round Table occupied the last hour, when many practical questions were discussed. Superintendent Vance, of Urbana, Lyon, of Mansfield, Thomas, of Ashland, Treudley, of Youngstown, and many others took part in the discussions.

Superintendent M. E. Hard, of Salem, was the organizer of the kindergarten department of the Ohio State Teachers' Association, and to him the kindergartners of Ohio look for encouragement and support in raising the standard of instruction and training. Superintendent Hard is a critical student of educational methods, and discriminates between the scientific kindergarten and the unscientific infant schools.

The training schools of Ohio and the superintendents, with rare exceptions, are in unison on this point. The kindergarten is becoming too popular, we must cease agitation along that line, and raise the standard of efficiency of kindergartners.

The officers for the ensuing year are as follows: President, Miss Annie Laws, Cincinnati; Vice-president, Dr. Mary E. Law, Toledo; Secretary, Miss Mary Fisher, Columbus; Executive Committee, Miss Elizabeth Osgood, Columbus; Miss Annie Field, Cincinnati; Mrs. E. R. Rawson, Cleveland.

CHARLES BRIGHAM RUGGLES.

A Memorial Address by PROF. H. P. FURNESS.

In presenting to the Ohio Teachers' Association this brief sketch of Charles Brigham Ruggles, I am conscious of many omissions and many errors, and take occasion to discount in advance any criticism upon it. While I have known Mr. Ruggles for many years, it is only within the last ten years, that I have had opportunity for close intimacy. The facts of his' earlier life have been gathered from his family, friends, and associates.

Charles Brigham Ruggles was born in Rutland, Mass., June 2, 1833. His father, Brigham Ruggles, was a prosperous farmer of that township, and young Ruggles' early life was that of the New England lad of half a century ago. His summers were devoted to the usual pursuits, and routine of farm life by day, and to social recreation in the long winter evenings.

Like many New England lads of that day, he early displayed a strong taste for literary pursuits. Accordingly, at the proper age he was sent to Williston Seminary at East Hampton, in his native state, where he prepared for college; and after proper preparation he was matriculated at Amherst College, from which institution he was graduated in 1860. After leaving college, he devoted two years to the study of theology in the Theological Seminary at Bangor, Maine. Graduating from this institution, he turned his attention to the profession of teaching, and became Superintendent of Schools in Sag Harbor, New York. I am unable to give any reason for this change of plan. Mr. Ruggles was extremely reticent concerning himself, and rarely spoke of his early history. I never heard him assign any reason for abandoning the clerical profession for

which he was trained, and adopting that of a teacher. Possibly he doubted his fitness for the sacred calling; possibly the civil war, then raging, diverted his attention and changed his career; perhaps the quiet and uneventful life of a New England divine presented no charm for him when viewed upon close contact. Be this as it may, his abandonment of the ministry was permanent.

From '62 to '64 he was Superintendent of Public Schools in Sag Harbor, and administered his trust with fidelity and success. In the fall of '64 he was appointed upon the Sanitary Commission, with headquarters at Franklin and Nashville, Tenn. Here he witnessed the actualities of war. It was during his connection with the Commission that the bloody battles of Franklin and Nashville were fought, in the last of which the Confederate Army under General Hood met with so crushing a defeat that it never appeared again in the field as an organization.

Mr. Ruggles was on duty at Nashville during these two battles, and witnessed the struggle at the latter place. Although not an armed participant in the conflict, he took an active part in caring for the wounded and disabled, often in exposed positions—a condition more trying to the human nerves, than to be at the front engaged in active conflict, with arms in hand.

The war over, Mr. Ruggles returned to the North, and in the summer of '65 was elected Superintendent of the Public Schools of Springfield, Ohio. He filled this position with great satisfaction to the public for two years, and resigned to accept the agency in Ohio for the school books of Scribner, Armstrong & Co. During this time he became a

member of this association, which membership he continued until his death. In '66 he became the agent for D. Appleton & Co., which position he continued to hold until 1890. When the American Book Co. was formed, the general system of traveling agencies was abandoned, and Mr. Ruggles, with many other good men, was retired; but with an energy unabated, and a courage unfaltering, he established at the age of 57 a new, and by him an untried business. The New American Teachers' Agency, of which he was the founder and president, was wholly the work of his hands. Although in active competition with similar concerns, in various parts of the country, it at once assumed a front rank in the profession, and became an influence of great importance among the schools throughout the entire Ohio Valley.

He was married August 18, 1864, to Miss Caroline Webster, a most estimable lady of Fryberg, Me. Three children, none of whom survive, were born to them.

Mr. Ruggles was possessed of a strong and highly cultivated intellect. Because of his quiet and retiring nature, few were permitted to realize the variety and extent of his scholarly acquirements. His classical training in college, and his two years of hard study in the theological school laid a foundation for solid attainments, such as few teachers outside of our colleges and universities possess. He was connected a sufficiently long time with the practical work of the schools to study and comprehend the wants both of pupil and patron, but not long enough to become dogmatic. He had that catholicity of judgment which could recognize sincerity, honesty and merit in the views of those whose con-

clusions differed from his own. Our friend was not an aggressive man, and while he defended his opinions with great skill and vigor when attacked, he was never the first to provoke a contest. He had the natural tact to disarm his opponent by gentle means, and thus to prevent a heated discussion. If, however, as sometimes happened, the soft answer did not serve, he had the power by a single stroke to defeat his adversary.

His convictions were strong and abiding, formed after due deliberation. Once formed they were immovable. He inherited the sturdy characteristics which made New England the bulwark of rational liberty upon this continent, and the pertinacity which has silently, but effectively made her the leader of intellectual progress in the new world.

His religious sentiments were the result of his early New England training, modified by contact with men of various religious faiths. He did not swerve from the general line of his early convictions, yet as he claimed the right to read the character of the Divine One, both in Nature and in Revelation, so he accorded the same right to others. He was from early youth a consistent member of the Congregational Church of New England, and he maintained an active interest in all its concerns to the day of his death. As a layman, as a deacon, and as a teacher in the Sabbath School and as an active supporter, adviser and helper in his church, he was always ready to do his part, and his advice and influence were eagerly sought and used by his brethren.

So the record closes, and is summed up in brief—A manly man, a careful scholar, an able man of affairs, a patriotic citizen, an humble Christian.

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Western School Journal..... Topeka, Kansas.
Western Teacher..... Milwaukee, Wis.
Wisconsin Journal of Education..... Madison, Wis.

PUT-IN-BAY MEETING.

We have just finished the "third reading" of the papers and proceedings, and the printer asks for a little more "copy" to complete the last "form."

We are certain that the opinion commonly expressed at the close of the meeting, that it was the best held for several years, is just. All the papers and discussions indicated thoughtful preparation, and the general plan of the executive committee to have each subject presented in the form of a debate proved to be a wise one. The one great disappointment of the association, so far as the program is concerned, was the unavoidable absence of President Canfield of O. S. U. who was down for the Annual Address.

The executive committee had done all that could be done prior to the meeting to arrange for sufficient accommodations at Hotel Victory, but the management had failed to follow directions, and as a result the dining room facilities were not at all equal to the demand. There was no excuse whatever for this failure, and the management of the hotel were very justly censured by all present. However, notwithstanding the fact that we waited for hours for *nothing* to eat, we are in favor of trying it again next year, provided satisfactory railroad and hotel rates can be guaranteed. With three meals a day served at the proper time and

in the proper manner Hotel Victory would be an ideal place for our annual meeting.

The report of the treasurer will be made in a future number of the MONTHLY, after the executive committee has collected the amount due for advertising in the Bulletin. It is *not* gratifying to think that *only two hundred and seventy-nine paid their membership fees*. It is to be hoped that some plan may be devised in the future to compel all who attend to do what professional spirit and common justice ought to suggest — pay the annual membership fee of one dollar.

—By means of special effort on the part of the stenographer, printer and editor, the August number is mailed at a much earlier date than usual. We hope our friends will be pleased with the contents, and that all who furnished copy for publication will look with a merciful eye on any mistakes which may have been made.

The institute season is at hand and we again ask our friends to say the "good word" which will help us to secure such a subscription list as will enable us to keep the MONTHLY in the front rank of the very best educational journals.

Among the contributors for the following year are Dr. B. A. Hinsdale, Prof. Brander Matthews, Prof. Arnold Tompkins, President Charles DeGarmo, and Dr. W. H. Venable. Miss Sutherland will continue her excellent articles throughout the year, and will give a detailed account of the Buffalo meeting in the September number.

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ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

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No. 9.

PICTURES FROM THE PAST.—No. 4.

BY W. H. VENABLE.

In Number 3 of the present series of sketches, printed in the Monthly for July, I gave some account of the woods of southern Ohio as they were forty or fifty years ago. The process of clearing, cabin-building, and, in general, transforming wild nature into tame civilization, still goes on in many parts of our vast country, but Ohio is pretty well out of the woods. In the month of July of this year 1896, it was my privilege to half lose myself in the primeval wilderness bordering Lake Superior, to witness the devastation of forest fires, to view the wonders of the lumber-camp, and to walk the stump-dotted, sandy streets of a city not yet half a year old, but populated by hundreds and boasting the biggest tannery in the world. This new-sprung town is in the very act of founding itself: the sound of ax, saw and hammer is heard on every side; no field has yet been plowed in its vicinity but

men are pulling up green stumps by machinery, burning great heaps of logs, felling pines, hemlocks and birches. I was told that plenty of wild deer are to be seen in the primeval woods. I was indeed among the pioneers, walking and talking with the oldest settlers. The postmaster said while I was buying a stamp and clipping a letter into Uncle Sam's box, "This is the first house built in Munising; we are on the boom now: biggest Tannery in the world." I could not learn that any baby had put in a claim to be the first born in the settlement, though many had come there as immigrants to grow up with the country. The chances were scanty of having the luck to be born in a log cabin and so becoming eligible to the presidency; there was only one log cabin in the city, the rest of the numerous houses were frame or brick. These pioneers carried no guns nor tomahawks: they had

no fear of bears or Indians; they did not anticipate a "starving time"; they did not come through the wilderness on packhorses or by Conestoga wagons; no, they came by railroad and by steamship, and instead of putting up a palisade the newcomers were stretching telephone wires and hanging up electric lights.

Every period of history is, in a sense, a pioneer period. Each generation regards the times and men that preceded it by a hundred years, as old times and rude men. But there is something definite and absolute in the American meaning of the words pioneer, backwoodsman, and log-cabin. The genuine pioneer period has long since passed away from the east and from the west. Steam and electricity changed the conditions of life everywhere.

Steam had not come to Ohio when my father surveyed his uncleared acres near the Miami, and built his first house-and-home, a mansion of logs, chiefly sassafras and ash. The locomotive engine was a new-comer, and an object of wonder in the Buckeye State half a century ago. The Little Miami Railroad, one of the first in the State, was not completed from Cincinnati to Xenia until 1845. When it was advertised that a through passenger train would make its trial trip from the Queen City to the Town of the Hospitable, my parents, taking me along with them, drove from our farm-house to the station of Corwin, now East

Waynesville, to see the Iron Horse, or, as many country people called it, the "Bullgine." There was much disparaging talk among the farmers concerning the impracticability of what was already in successful operation, and I remember hearing many solemn protests against the diabolic proceedings of the "cow-catcher."—I was a lad of nine, and my sensations on beholding the "Bullgine" come shrieking and puffing along the flat-rail track, to the station, were made up of astonishment, admiration and a touch of terror. The engineer stopped long enough to take on water, and, after much tooting, ringing, and many cries of "All aboard," one daring passenger, I think it was Is Harris, ventured to step aboard, after which heroic feat, the train steamed away toward Xenia, seeming very proud of itself. For my own part I was sorry that the passing show was so brief and went home practicing the difficult vocal art of imitating the ch', ch', ch', of the steam escape and the yell of the locomotive whistle.

Fifty years ago the roads of Warren County, and of Ohio, were as a rule, unspeakably bad. They were mostly dirt-roads, with many deep ruts and wide mud-holes. One public way over which we were frequently obliged to drive farm wagons to a small village called Minktown, (from the fact that minks abounded in the woods surrounding the place,) had sections of the veritable "corduroy" structure so

often described in pioneer annals: hundreds of small logs, about twelve feet in length, cut from saplings, were laid side by side across the road in the mire, forming a long pontoon. The yawning gaps between log and log of the corduroy road, were dangerous traps in which the legs of horses were caught and sometimes broken. Once a year, according to law, the property-holders were summoned, by the "supervisor" to work out their road tax, by plowing and scooping the thoroughfares into better shape, and perhaps hauling a few loads of gravel to dump into the worst chuck-holes. In winter, the average road was, at best, barely tolerable, but in summer time, barring the dust, the ways were ways of pleasantness.

The old National Pike and its branches in Ohio as in Pennsylvania were excellent, macadamized roads, the solid and massive engineering of which still reminds the traveler of Roman highways. Sections of this famous road were within a few miles of our country home. The pike from Cincinnati to Columbus, passing through Warren County, was and is a smooth, broad and well kept avenue of travel. Charles Dickens availed himself of this route on his first tour through the West in 1840, and he regarded the Lebanon pike as a "rare blessing." Writing in "American Notes" of his departure from the Queen City, for Columbus, the

novelist said: "We start at eight o'clock in the morning, in a great mail-coach, whose huge cheeks are so very ruddy and plethoric that it appears to be troubled with a tendency of blood to the head. Dropsical it certainly is, for it will hold a dozen persons inside. But it is very clean and bright, and rattles through the streets of Cincinnati gaily."

The mail-coach continued to be the main public conveyance for travelers, long after its swift rival, the railroad car, had begun its career of triumph. To the noisy crowd of barefooted boys who made many flying visits from the school-house in the corner of Riley's Woods, to the hamlet of Ridgeville proper, it was always an exciting event to see the stage come and stop and go. We watched the approaching vehicle from afar and never failed to cheer when the four or six fine horses which drew it almost galloped up to the post-office where the mail bag was thrown off, and then proceeded on to the village tavern, where a relay of fresh steeds was ready to be hitched up. While Zeke Mulford made slow haste to "change the mail," a duty which he discharged with a pompous gravity becoming his great function as an officer of the Federal Government, the gentlemen passengers usually got out of the coach to "stretch their legs," a healthful exercise always taken inside the bar-room, while the ladies would stretch

their fair necks out at the side doors of the coach and give us boys a chance to see whether their faces and bonnets were pretty or not. On one occasion a beautiful madam with a foreign air and a lovely smile, handed me a fine rose, which surprising and gracious compliment made me too conscious of my bare feet and torn cap. I was much in love with the lady for many months,—years, in fact, and am not sure that my passion for her is yet altogether extinguished. I never saw her like before or since, in a stage-coach.

The Warren County farmer of 1840-50, did not often go to the city by rail or even by "stage," but made the round trip in his covered wagon, carrying farm produce to market, and returning, probably, with a "back load" of dry goods, queen's-ware, and other staple supplies for the village merchants who depended much upon this means of transportation. Several times I was allowed to accompany my father or one of my uncles, on one of these commercial expeditions to Cincinnati. The journey to the city and back, including a sojourn of a day or so in town, consumed the best part of a week. We stopped on the way for meals, lodging and the use of wagon-yard and stable, at locally famous inns with quaint sign-boards and loquacious landlords.

What I most clearly remember

concerning our doings in the metropolis, relates to certain ambrosial hours spent in the Western Museum, and in the gallery of the old National Theater on Sycamore Street. I shall as soon forget the sun, moon and stars, as cease to recollect the first theatrical performance I witnessed. There was a double-bill, the opening piece was Payne's drama of "Brutus or the Fall of Tarquin," and the farce was "Nick of the Woods." In the Western Museum I saw Power's extraordinary Dantesque and grotesque mechanical show, the "Infernal Regions."

My father never made a trip to Cincinnati, in those far away days, those days once so happy, but which now seem

"So strange, so sad, the days that
are no more,"

without availing himself of the opportunity to buy a great package of books, mostly of a literary character. These cheap but precious spoils of the second-hand bookstore, he brought home to his family, in the lonely farm-house in which we lived, "never less alone than when alone." On long winter evenings we sat before the wide fire-place, piled with blazing logs, and hour after hour, by the light of tallow candles or the dim oil lamp, my father read aloud, the early novels of Dickens, the poems of Burns, the pleasing essays and tales of Irving, the plays of Shakespeare.

**LANGUAGE LESSONS No. 7.—LITERATURE IN THE
COMMON SCHOOLS.**

BY MARGARET W. SUTHERLAND.

Of all the subjects that we have mentioned as specially adapted to language lessons, the one whose pre-eminent fitness for the work has longest been unquestioned is literature. In the study of ancient or modern foreign languages, there is no division line: it consists of practice in speaking, learning at first to read in the most elementary form, learning to write in the crude form of the boy which sometimes changes into the elegant style of the man, and studying the literature of the race dead or living. The best colleges and high schools have for some time understood all this to be included in the study of English. The day of studying dry epitomes of the lives of authors and misunderstood criticisms of their writings instead of reading the authors themselves died slowly, having a lingering twilight in young ladies' seminaries and in high schools where the teachers themselves trained in the old-fashioned way had a timid shrinking from the light of the new day. Of course, there is much yet to be desired in the method of teaching literature in the higher schools. Dry dissecting of Shakespeare according to formal directions printed and handed to each student will never make lovers of the great mind and soul of the

poet. There are yet so-called teachers of literature who recall to us the votary of Dulness in the *Dunciad*, who in giving an account of his services, says

"For thee explain a thing till all
men doubt it,
And write about it, Goddess, and
about it."

More of that kind of study and conversation which will make cultivated men and women is yet very greatly needed in our secondary schools and colleges.

But the greatest improvement of the time is the awakening of an interest in the study of literature in the elementary schools. It is true that the best thing that can happen to boy or girl so far as literature is concerned is to be born to culture. To grow in an atmosphere where it is as natural to live with Addison and Lamb, Matthew Arnold and Emerson, Shakespeare and Wordsworth, as with

"A creature not too bright or good
For human nature's daily food;
For transient sorrows, simple
wiles,
Praise, blame, love, kisses, tears,
and smiles."

It is true also that in all time there have been teachers who so loved the best in books that the finer souls

under their charge were insensibly attuned to the harmony of nobler minds. But it is a sad fact that many have had nothing beyond the Readers, and that for the lowest grades there has certainly been much chaff in these. I think, also, that in spite of all our efforts at the present day to show that we have always had some good literature in our schools through the higher Readers, that if we were to tell the truth we should admit that in many places these selections were skimmed over as a reading lesson to be gotten through with for more important arithmetic work or looked upon as a lesson in elocution to be studied for oratorical effect.

Our desire, and purpose now is to bring to every child some of the advantages that the favored few have had. In many of our graded schools supplementary reading of a good kind has been furnished by the Boards of Education. In many places young teachers whose souls have been "fired with coals from off the altar" of a worshiper of the ideal in literary art, are ready to kindle a spark of their enthusiasm in the young. As yet these teachers have something to contend against in the Gradgrinds who are by no means an extinct race either in or out of our profession. But the teachers of the ungraded schools need more especially to be aroused to the supreme importance of awakening an interest in literature. Nature,—that is rocks, hills, dales, for-

ests, streams, flowers,—all good and beautiful in themselves alone and unaided never educated anyone. It is a great thing to open the eyes of the young to the wonders and beauties around them, for it is very possible to live among all such things and never *see* them. But as Matthew Arnold has said, "those who are for giving to natural knowledge the chief place in the education of the majority of mankind leave one important thing out of their account—the constitution of human nature." Grand and great men come from the country. But they are men who have learned to know other men,—in books and in life. They have not lived unto themselves. The words of the great master Göthe are true now as ever:—

"Talents are nurtured best in solitude,—

A character on life's tempestuous sea."

However, it is for those who will remain on the farm,—the boys and the girls who are to be the farmers and the farmers' wives, or "the sweetest woman ever Fate Perverse denied a household mate," that I especially plead that they may be taught to love good books, to read broadly, and to relate knowledge to conduct. Too often the farmer's library is such as the traveling book agent has made it. The schoolmaster has not made himself felt through his pupils in the selection of books of travel, history,

novels, essays, poetry. And sometimes the farmer's wife or daughter brought up to an intense pride in dairy, spotless kitchen, shut-up parlor, and in the making of such articles of domestic manufacture as take prizes at the county fair, looks upon time spent in reading as time wasted. It is because the farmer does not have a greater variety of reading that he accepts the political or financial policy of "his" newspaper with an unshaken trust that gives the editors of the papers whose circulation among farming populations is large an influence almost unparalleled. For the same reason his orthodoxy is narrow if his weekly religious paper is somewhat bigoted. Much that men get from each other in the educating contact of daily life in the city, men in the country are compelled to get from books, papers, magazines. If they get this from the highest sources and join to it their opportunity for calm thought their condition will be almost ideal.

But I care even more that the teacher in the country or village school should do something early in the girl's life to teach her what to read and how to read it. I know that many of our best women, vigorous in intellect and strong to do and suffer, have come from the farm. But they have gone from country school to college, or educated themselves while teaching school; and where have they ultimately come to live? It is for those

who may never attend any school beyond the district school, upon whom the routine of household work must fall, that I wish an interest kindled in that which will tint with radiant beauty all the commonplace duties of life and give power, force, grace to that conversation which will otherwise be weak, frivolous, and graceless. Nothing produces feebleness in woman's mind sooner than a lack of interest in life joined to physical labor beyond her strength. Her complex nature needs a variety of influences to play upon it. Without such a variety it becomes a wailing monotone. It may be strange to one who has never looked into the matter to learn that more of the women who are in insane asylums have come from country than from city life. But so it is. The mind seems to stand better a multiplicity of interests even with the hurry and bustle often attached thereto in city life than the narrowness of interests which permits brooding over one idea. Make readers, thinkers, of the country girls; let them have a little more, too, of the music which so often is such a delight to them; and then they will show us a rounded development that will make them living poems of womanhood. Such women are now to be found in some of our rural homes; but I am pleading that they may be made the rule not the exception. Will my friends, my women friends, who are teaching in the country

permit a plainness of speech on my part? The highest compliment we can pay any one is perfect sincerity. Mind to mind, heart to heart, with no barrier interposed makes true service. That service is now my only ambition. Last week I heard a young woman say, "Yes, the girls of the city high schools may have a polish that we country girls haven't, but put us down to a real test of brains at the county examinations and we'll come out ahead." Of course, I had a polite *inward* inquiry as to the county examination's being "a real test of brains," and I came away to meditate. It is true that it is a laudable ambition to have an understanding of that which one is expected to teach. But isn't it possible to try to make that a touchstone of merit which will not test the fineness of gold? It may be that the county examination is not intended to be the test of culture and you may set up false standards when you make it such. Year after year spent in hunting up answers to "A Thousand Questions" or in going over all the lists from various counties in geography, arithmetic, etc. will train your mind to work at a treadmill. Be ambitious to teach well whatever subject you undertake to teach. Encourage as many of your pupils as you can to come up to the Boxwell examinations,—not that they may look upon the passing of the examination as evidence that they are ready to teach,—but as an in-

centive to them to go to the best high school within their reach. But remember the strength of the habit formed in early life; that the habit of reading the good, the true, the beautiful,—the three in one,—formed in youth can never be destroyed; that it is fatal to wait while the taste for the bad, the false, the ugly, may be forming; or one may be settling into a torpor of indifference which is intellectual death. It is said that the majority of the readers of the Ohio Teachers' Reading Circle are found outside of the cities. Although an earnest advocate of the course and a reader of it from its first year to the present time, I should think it false reasoning to infer from this fact that the city teachers are not reading. But the fact that so many country teachers *are* reading the course, gives me great hope that I may not plead in vain for the establishment of pupils' reading circles all through our State. Now is the time to form the circles wherever possible, and where this cannot be done, to inspire the individual reader to undertake the work. Ought not 6,000 teachers belonging to the O. T. R. C. to bring in at least 50,000 pupils to the O. P. R. C.?

It was my original intention in this article to suggest some ways of using literature in the school room at the time set apart for the language lesson. I have some poems and stories selected for this purpose. But I shall have to defer

their discussion to my next article because my passionate desire to influence one to understand the work rather than to show those already convinced of its importance how to do it, ran away with my pen.

This summer I have watched a number of persons out of employment who do not know what to do with their time and it has added to the earnestness of what I already felt on this subject. All of us have long known the old, sad story of men who seek the saloon as a refuge from themselves when they have nothing to do. But I have this year seen men whose morality or religion has kept them from that. They walk awhile, talk awhile, but time is still left for growing very tired of themselves. Their desultory thinking borders on drowsi-

ness. Half awake, half asleep,—they know little of the joy of existence. If such torpor continues, is there life? If the mind partially awakes without power to regulate thought, what room for vagaries! If startled into action, what danger to society! Now if these men loved the best books an enforced temporary resting from the occupation by which they earn their daily bread might not be altogether evil.

It is for the teachers in our land, the teachers everywhere,—in country, village, city,—to create or foster in the minds of the children and youth a love for the best, the highest; to teach them

“There is
One great society alone on earth:
The noble Living and the noble
Dead.”

ORGANIZATION OF COUNTRY SCHOOLS.

BY H. H. SHIPTON.

The conservatism of the people of Ohio will for many years hinder the consolidation of sub-districts and the transportation of pupils to a central school building. Until this ideal school system of the future becomes a reality, it is the duty of educators to make the most of opportunities in improving the deplorable condition of many country schools. The liability to commit gross errors in teaching should be

lessened, and the effect of teachers' mistakes in the school room reduced to a minimum. To find the most practical and efficient *plan of organization and administration* is the country school problem.

NON-CLASSIFICATION.

“Individual instruction” is considered by some theorists as the one and only plan needed to bring the desired result; but the difficulty en-

countered by practical schoolmen is to find some one able to comply with the plan. With even as few as twenty pupils the number of exercises required would reduce the length of recitation periods to so short a time that good instruction would be impossible. Unsatisfactory in small schools and impracticable in large ones, the non-classification of pupils is evidently not a solution of the country school problem.

CLOSE GRADING.

Rushing to the other extreme some would find a solution in the plan of grading adopted in most of city schools.

The course of study is divided into eight sections and these again divided into two or three term sections—the number of the page in each study to which classes shall advance being specified.

This plan necessitates a "prison lock-step" advance of pupils. Boys and girls of superior intellectual ability are compelled to mark time with those having sluggish minds, simply because they happen to be together in the same grade. The evils of this plan are somewhat remedied in many city schools by having term intervals of from two to five months' length between successive classes.

When this is done a promotion of part of the class and a reclassification of pupils is effected with but little difficulty.

In country districts, however, the interval between the grades of pupils actually found in the school may be less than half a year or more than two years—the interval oftentimes being three years in length—so that at times it would be impossible for even the brightest pupil to pass from one class to the next higher.

The evils of close grading are augmented in many localities with a written examination each term. The questions are based on the lessons on specified pages of the textbook. The general average of the *per cents* is used to determine a pupil's fitness for promotion at the end of the year, and the general *grand average* of the *per cents* to determine the comparative standing of the different schools in the township. Suffice it to say that it takes but few such grade examinations imposed by the superintendent for the purpose of determining fitness for promotion, or comparative standing of schools in a township, to bring the schools to a halt and then uniformity in "marking time."

THREE DEPARTMENT ORGANIZATION.

Non-classification and close grading represent the two extremes proposed for a solution of the country school problem. Between these the pendulum of educational thought vacillates. Near to the end of the arc representing non-classification is the three grade,

usually called the three department organization. A charming psychological beauty with bewitching relations to mind development, it captivates many pedagogical theorists; for it is based on the psychological stages in child life.

The first is the *objective period*, when pupils are said to belong to the primary department comprising the first two years of school life. The second is the *fact and skill period*, when pupils belong to the intermediate department comprising the third, fourth and fifth years at school;—the third period is the time spent in the grammar department, comprising the sixth, seventh and eighth years of elementary training.

First.—The principal objection to this plan is the involved nomenclature it necessitates in designating the advancement of pupils. A second grade pupil may be in the third reader or in the fourth, may be completing an elementary geography or not studying any text-book on the subject. In fact, it is necessary to talk about a grade and the two or three reading classes or three or four arithmetic classes into which it may be divided "all at one breath." Simplicity of nomenclature and clearness in the specification of existing classes is very desirable in country schools where the average length of time spent by each teacher in the state is three years.

Second.—By the three depart-

ment plan the work that should be done at the different times in school life cannot with sufficient exactness and clearness be indicated, and so with ease preserve a proper coordination of studies.

Third.—If a number of pupils of different years of advancement recite together in one class, as in writing, music, language or drawing, the arbitrary division of pupils by the three grade plan on a psychological basis is often found impracticable and in many cases even undesirable.

Fourth.—The claim that it is superior to the eight grade organization because it will give a fewer number of class exercises and make the arrangement of the daily program easier, is not the teaching of experience.

The five or six grade plan of organization—corresponding to the number of readers used—is open to about the same objections that have just been stated, because the length of time needed to master the Fourth Reader is two years, and the Fifth Reader is two or three years.

A TRUE SOLUTION.

What then must be the nature of the organization that will give the best results, and the administration that will be most efficient? Practical tests have made it evident that midway between the two extremes of "individual instruction" and "close grading" there is a form of

OUTLINE OF THE

	PRIMARY DEPARTMENT.		INTERMEDIATE DEPART	
	FIRST GRADE.	SECOND GRADE.	THIRD GRADE.	FOURTH GRADE.
<i>Reading, Spelling and Writing....</i>	Chart and First Reader, also supplementary reading selected by the teacher. During the last three months Word Lists may be used. Writing with slate and pencil.	Second Reader and Word Lists required; also supplementary reading. Writing with slate and pencil; also lead pencil and tablet.	Third Reader and Word Lists; also supplementary reading. Writing with pen and ink. Copy Book No. 1.	Fourth Reader begun. Word Lists. Copy Book No. 2.
<i>Arithmetic.....</i>	Object Lessons. Addition and subtraction of simple numbers, first with objects and then without objects.	Oral Lessons. No book used by the pupil in this grade. Addition, subtraction and multiplication table through to and including the 5's.	Text-book on Arithmetic begun. Review the work of last year and study in the book addition, subtraction, multiplication and short division, also supplementary work assigned by the teacher.	Elementary Arithmetic reviewed from the beginning. Complete two-thirds of the book.
<i>Geography.....</i>			Oral Geography once a week.	Elementary to British America.
<i>Language and Composition</i>	Oral lessons based on the reading and spelling lessons. Copying on the slate of sentences and paragraphs.	Oral and written work based on the reading and spelling lessons. Writing paragraphs from dictation.	Language Lessons. This should be supplemented with oral reproductions of the reading lesson, and with written lessons on "nature study" and "home geography."	Language Lessons. Supplement with lessons on "nature study," and oral and written reproductions of the reading lessons, and history stories.
<i>Grammar.....</i>				
<i>Physiology</i>			Oral Physiology once a week. No text-books required of pupils in first six grades.	
<i>U. S. History.. ..</i>				History stories once a week instead of a lesson from the Fourth Reader during the last half of the year.

NOTE.—(1) Corresponding to this outline a chart showing the CLASSIFICATION OF PUPILS

(2) Students are advised to enter high school when the eight grades course is completed. Injustice to pupils in the lower grades does not result from lack of time.

(3) When circumstances are favorable, it would be better in some schools to study Latin in

COURSE OF STUDY.

MENT.	GRAMMAR DEPARTMENT.				HIGH SCHOOL.
FIFTH GRADE.	SIXTH GRADE.	SEVENTH GRADE.	EIGHTH GRADE.	FIRST YEAR.	
Fourth Reader completed and reviewed. Word Lists. Copy Book No. 3 and 4.	Fifth Reader begun. Word Lists and Word Lessons. Copy book No. 5 and 6.	Fifth Reader completed and reviewed. Word Lists and Word Lessons. Copy Book No. 7 and 8.	Literature. Word Lessons completed. Copy Book No. 9 and No. 10. Forms of receipts, bills and checks should be studied.	Literature twice a week. Orthography. Review letter and business forms.	
Elementary Arithmetic completed and then reviewed from the beginning.	Practical Arithmetic to Percentage; also, Mental Arithmetic.	Practical Arithmetic reviewed. Complete Percentage and Interest. Mental Arithmetic.	Practical Arithmetic reviewed and completed. Mental Arithmetic completed.	High School Algebra to Involution, four recitations a week. Difficult subjects in arithmetic reviewed, one recitation a week.	
Elementary completed and reviewed.	Study complete Geography to South America.	Complete Geography completed.	Complete Geography may be reviewed with the class in a lower grade.	Physical Geography completed.	
Language Lessons. Review the work of previous years during the first term and complete the book the second term. Supplement with written reproductions from memory of selections from history stories.	Declamations, compositions or choice selections from literature and history once a month.	Declamations, compositions or choice selections from literature and history once a month.	Declamations, compositions or choice selections from literature and history once a month.	Continue the drills specified in the eighth grade.	
Diagramming and analysis of simple sentences begun about the beginning of the third term.	Elementary English Grammar.	English Grammar.	English Grammar. Special attention should be given to the diagramming and analysis of complex and compound sentences.	Technical Grammar, three recitations a week.	
		Oral. May begin using Elementary Physiology about the middle of the year.	Elementary Physiology completed.	Physiology (high school edition) completed.	
History stories once a week instead of a lesson from the Fourth Reader.	History stories once a week instead of a lesson in the Fifth Reader.	History stories, and Biography. Review.	U. S. History, large book, completed. Lessons on local government, the constitution, and duties of citizens.	Civil government.	

is prepared.

One year of high school work may be taken in the country when the school is well organized and first year high school, and leave the study of Physical Geography until later in the course.

organization that gives a simple, distinct and adjustable classification of the pupils in a country school. It is generally conceded by the school men of the world that a common school course of study should consist of at least eight sections, corresponding to the eight years usually required for a child to complete it. An outline of the course such as is given on the preceding pages will thus indicate with sufficient clearness the proper sequence and coordination of studies.

It is also conceded by progressive teachers and friends of education that the best form of administration is township supervision in which a township and village, or else the twenty-five or thirty sub-districts of two or more townships are united in one organization. Among the first acts in the administration of school affairs would be the adoption of rules and regulations defining the duties of teachers, the powers of the superintendent, and afterwards the adoption by the board of education of a good course of study. An explanation in detail on its application should be made in a circular letter, and at teachers' meetings. Having a plan to work by pupils will study with a greater degree of satisfaction and profit, and will be encouraged to pass through the different grades as rapidly as ability will permit.

Parents can at all times give great assistance to their children by directing home study, and will be

better informed on the essential qualities of a good school. They will also know the books and supplies necessary in each grade, by which the frequent change of text-books due to the whimsical notions of teachers will be prevented.

Teachers will have a synopsis of the work that may reasonably be expected and will not neglect to give due attention to the minor studies of the course. All will know what is required in order to complete a common school course and the preparation necessary for entering the township or city high school.

The time in most cases required to complete the work of one grade is a school year of from eight to ten months. Bright pupils who are in regular attendance and under good instruction may complete the work in less time, while it may be necessary for those with immature or dull minds or who are irregular in attendance to remain in a grade a longer period. When pupils have done the work of a particular grade, they are promoted to the next higher. This is usually done at the end or middle of the year, and also at such other times as pupils show by recitation and examination work that they are worthy.

Though in practice it is found that pupils can with advantage be promoted in all the branches at the same time, but little effort should be made to force this result. Neither does the wise superintendent

ent attempt to have the classes of a grade (say the beginning classes in the fifth grade) to make uniform advancement throughout the township. By insisting on thorough work, uniformity of advancement in a large number of schools will result; but the weaker the effort to secure such uniformity the better for the schools.

When a superintendent prepares and distributes examination questions for a particular grade, it is sufficient for him to know what part of the year's work has been completed in each school. If the regular list will not do for a certain school, it should be revised to suit the particular needs of that school or a special list prepared. Thus conducted, written examinations encourage pupils to do thorough work, are useful for determining fitness for promotion, and valuable as language drills in expressing thought in clear, choice sentences. They are also important factors in securing from teachers greater devotion to duty by testing methods and results.

The value of examinations can, however, easily be perverted by an improper use of the *per cents* thereby obtained. For the *per cents* to be placed on the monthly report card of the pupil and also in the report of the superintendent is sufficient. The "general average" and "general grand averages" should be used very cautiously and

never to determine the relative standing of different schools.

When a pupil can do more work than the others in his grade, he takes an additional study in a higher grade. After a time he may be allowed to drop one study in the lower grade and take up another in the grade above. This is continued until he is wholly promoted. Of course, this arrangement of studies is done under the direction of the superintendent whose experience with child nature and knowledge of the standard of scholarship required for each grade fits him to solve the difficult problem of school organization. In practice it is found that this plan in but few cases breaks the yearly classification, does not necessarily allow the pupil more than one extra study and gives a bright, strong pupil a chance to do his best.

By combining with this plan the practice of giving individual instruction to slow pupils at spare moments, and also combining with it the practice of assigning supplementary work to bright pupils, the great benefit of graded schools without the evils of close grading are realized.

To facilitate and simplify the work of organization and administration charts of *Classification of Pupils* are very useful. They are arranged on the same plan as the outline of the course of study, and thus plainly indicate every class in

CLASSIFICATION

L. C. JONES, Teacher, District No. 8, Union Township.

	PRIMARY DEPARTMENT.		INTERMEDIATE DEPART	
	FIRST GRADE.	SECOND GRADE.	THIRD GRADE.	FOURTH GRADE.
<i>Reading, Spelling and Writing.</i>	B { Minnie Clark. John Bolden. Elsie Toy. A { Mary Gates. Tessa Gayman. James Sims.	Joseph Rager. Florence Law. Grover Brown. Edith West. Martin Ryan.		Bert Sawyer. Jesse Townsend. Mary Swisher. Eliza Willard. Jacob Sells.
<i>Arithmetic.</i>	Minnie Clark. John Bolden. Elsie Toy. Mary Gates. Tessa Gayman. James Sims.	Joseph Rager. Florence Law. Grover Brown. Edith West. Martin Ryan.		Bert Sawyer. Jesse Townsend. Mary Swisher. Eliza Willard. Jacob Sells.
<i>Geography.</i>				Bert Sawyer. Jesse Townsend. Mary Swisher. Eliza Willard. Jacob Sells.
<i>Language and Composition.</i>	Same as above.	Same as above.		Same as above.
<i>Grammar.</i>				
<i>Physiology.</i>	Same as above. One class in	Same as above. physiology.		Same as above.
<i>U. S. History.</i>				

These blanks of CLASSIFICATION OF PUPILS, when ordered in quantities of not less than

OF PUPILS.

Approved by the Superintendent May 15, 1896.

MENT.	GRAMMAR DEPARTMENT.			HIGH SCHOOL.
FIFTH GRADE	SIXTH GRADE.	SEVENTH GRADE.	EIGHTH GRADE.	FIRST YEAR.
	Alvah Alspach. Andrew Spain. Clara West. One class	Willard Ray. Chauncy Toy. Mattie Clark. Grant Ryan. Henry Jones. Mary Brown. in reading.		
	Alvah Alspach. Andrew Spain. Clara West.	Willard Ray. Chauncy Toy. Mattie Clark. Mary Brown.	Grant Ryan. Henry Jones. (It is not probable that these two boys will enter school be- fore Nov. 30, 1896. Should this prove true, they should be classed in arithme- tic with the 7th grade.)	
Alvah Alspach. Andrew Spain. Clara West. These three pu- pils will be ready for promotion to the 6th grade in Dec., 1896. The 6th and 7th grade classes may then be united in studying the last half of the Complete Geography.		Willard Ray. Chauncy Toy. Mattie Clark. Grant Ryan. Henry Jones. Mary Brown.		
	Same as above in arithmetic. One	Same as above in geography. class.		
	Alvah Alspach. Andrew Spain. Clara West. Grant Ryan.	Willard Ray. Chauncy Toy. Mattie Clark. Henry Jones. Mary Brown.		
	Alvah Alspach. Andrew Spain. Clara West. Will begin using physiology in forming	Willard Ray. Chauncy Toy. Grant Ryan. Mattie Clark. Henry Jones. Mary Brown. the text-book on January, 1897, one class.		
	Alvah Alspach. Andrew Spain. Clara West. One class in	Willard Ray. Chauncy Toy. Mattie Clark. Mary Brown. history stories.	Grant Ryan. Henry Jones.	

twenty, may be obtained at the Ruggles-Gale Co., Columbus, O., at five cents per copy.

the school and also the advancement of each pupil in his different studies. These are written on sheets of heavy paper of convenient size, 25x29 inches, and tacked up in each school room in the township. Copies are also kept on file at the superintendent's office. To give an idea of their form a copy of one showing the condition of the average country school before a perfect organization is effected is given on the preceding pages. It was drawn up at the close of last term to indicate the proper classification when school opens in September. The words in nonpareil type were written in script in the original copy.

In a country school it is very seldom that all the grades for which provision is made in an eight grade course of study will be found at one time. Three or four will usually be lacking. This has already been noticed in examining the chart of *Classification of Pupils*. For this reason and also because pupils of different grades may at times recite together in one class without hindering progress or preventing thoroughness in scholarship, it is seldom necessary to have more than twenty or twenty-five recitation periods in the daily program. This union of grades in one class for recitation purposes may be indicated by a brace as indicated on the chart.

The number of grades in a country school that has been properly

organized and under wise management for a term of years is four or five. This is due to the fact that the natural aptitude of pupils determines to some extent the rapidity of their progress. Those who are bright and industrious push ahead and are promoted to the next higher grade. Those who are dull and indifferent, or irregular in attendance drop behind and are finally classified with the bright pupils of a lower grade. The charts facilitate this arrangement of the work of pupils and the maintenance of a proper coordination of studies. In this way *the country school* becomes another expression for opportunity; for the child is encouraged to do his best and is not compelled to keep pace with pupils who are not his equals in mental power. By the use of these charts the evil effects of frequent changing of teachers are lessened. Even the daily program can be made out before the school is visited, because the number, size and advancement of the classes, and the names of the pupils in each class can be determined by a glance at the chart.

At the beginning of the year a new teacher does not need to waste two or three weeks in "getting started;" *i. e.*, in organizing the school. This waste of time was the old way. The new is for both teacher and pupils to begin work the very first hour that they enter the school-room. No step to simplify the work of organizing coun-

try schools has received more favorable comment than these charts. Their utility is admitted by all.

However, the preparation of a chart showing the classification of a school should not be entrusted entirely to a teacher. While his opinion should be respectfully received and due heed given to his judgment, it should be remembered that self-interest and the hope to cover up poor teaching, or to flatter the vanity of a parent may induce a teacher to classify pupils in a higher grade than their real qualifications would permit. Especially would this be true when a teacher is about to leave a district. Besides, the difficulties to be encountered in making proper adjustments in a classification will at times baffle the efforts of the most conscientious teacher.

For these reasons classifications of pupils should be made under the direction and personal supervision of a competent superintendent. To preserve a proper organization of the school as advancement is made

in the course of study is the most important part of the work in school administration. *True merit* in teachers is made manifest and their abilities recognized. Weak, non-progressive teachers are eliminated from the profession.

The flexibility of the common school course consisting of eight grades, its adaptability to the needs of the different children and conditions of rural districts, and also the ease with which pupils may be classed by the eight grade classification, makes of it the most practicable and desirable plan of grading that has been proposed. By it the number of daily recitations are reduced to the lowest possible number that there can be without doing an injury to children; by it the daily program can be arranged with less difficulty and in a more satisfactory manner than with a three department organization.

Thus, is created an interest in the school vital to success; a pupil has an ambition to go up higher, to do the work of one grade in at least a year, to complete the whole course in at least eight years,—all the while awakening a desire to enter high school and become a graduate.

OHIO TEACHERS' READING CIRCLE.

The time of year is now at hand for organizing teachers' and pupils' reading circles. The Board of control has chosen a course of reading for '96-97 which it is believed will prove of rare interest and profit. A bulletin, giving the names and

prices of the books in this course, a report of last year's work, and other useful information, has been sent to every county in numbers sufficient to supply all teachers desiring it, with a remainder for placing under the eyes of others,

who have not yet taken a hand in the work. But the only data for determining how many copies should be sent to each institute were the number of teachers in the county, the attendance at the institute of last year, and the enrollment in the Circle. The answer to the problem enwrapped in these figures may have been a very far away one, for it had to assume the nature of prophecy. In cases where the number proved insufficient the county secretary has only to make his want known and more copies of the bulletin will be sent him for use in his county. And here let me urge the executive committee of each institute not yet heard from to send me forthwith the name of the person chosen to be secretary of the Circle in his county. We retrospectively hope that every county institute elected such an officer.

The board of control is looking to see an unusual number of superintendents and principals this year interest themselves in organizing and conducting clubs to do the O. T. R. C. work. We should like the cause to progress till the number of clubs in city, village and country shall be up in hundreds. It takes but two readers to make a quorum. As the politicians say, "Organize! organize!"

We feel sure that the O. T. R. C. department of the EDUCATIONAL MONTHLY will be interesting and valuable, perhaps beyond precedent. In addition to the contributors' names already announced it affords me pleasure to say that Prof. Arnold Tompkins will write for this department.

May blessings light on Cadmus!

Very respectfully,

J. J. BURNS, Sec'y.

In this connection we take the liberty to quote from the postscript to the bulletin issued by Dr. Burns:

To the Readers of the O. T. R. C. Course:

Following the lead made last year, the Board of Control has secured the promise of most of the eminent authors, from whose writings selections are chosen for our course, to contribute to the O. T. R. C. department of the OHIO EDUCATIONAL MONTHLY. In order that clubs may put these papers to their best use, the secretary in conference with the editor of the MONTHLY, has arranged the order of topics and the times in which articles on the several topics may be expected. This is shown in the following schedule. It is hoped that all readers of the course will steer by these headlands and profit by the abundant and pertinent hints sure to be found in the paragraphs of writers so competent and so earnest in the good cause.

During October, November and December:

1. The American Government, and whichever of the current history periodicals the club shall choose; the latter continued throughout the year.

2. Introduction to American Literature.

3. In Bird Land.

During January, Febr'y, March and April:

1. Pedagogy.

2. Shakspeare.

3. In Bird Land (March and April).

Of course studies in the American Government may well continue later and those in Pedagogy begin sooner.

BOXWELL LAW EXAMINATIONS—1896.

Counties.	Number of Examinations Held.	Number of Applicants.			Number Passed.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
Adams	2	24	24	48	15	13	28
Allen	2	37	67	104	28	46	74
Ashland	2	25	19	44	21	16	37
Ashtabula	2	37	38	75	12	21	33
Athens	2	30	47	77	23	33	56
Auglaize	2	24	21	45	16	7	23
Belmont	2	34	35	69	14	51	45
Brown	2	33	15	48	22	12	34
Butler	2	67	87	154	33	50	83
Carroll	1	5	2	7	4	2	6
Champaign	2	72	83	155	24	45	69
Clark	2	52	65	117	18	32	50
Clermont	2	66	44	110	19	20	39
Clinton	2	44	67	111	10	22	32
Columbiana	2	4	3	7	4	3	7
Coshocton	2	9	4	13	9	1	10
Crawford	2	23	28	51	16	24	40
Cuyahoga	2	6	15	21	1	8	9
Darke	2	59	41	100	34	26	60
Defiance	2	5	9	14	4	4	8
Delaware	2	33	29	62	18	22	40
Erie	2	12	13	25	5	5	10
Fairfield	2	138	129	267	95	74	169
Fayette	2	20	17	37	4	12	16
Franklin	2	56	71	127	41	49	90
Fulton	2	16	23	39	3	11	14
Gallia	2	18	20	38	12	12	24
Geauga	2	17	24	41	4	9	13
Greene	2	43	64	107	26	30	56
Guernsey	2	23	13	36	17	11	28
Hamilton	1	57	78	135	34	40	74
Hancock .....	...	...	...	...	...	...	...
Hardin	2	43	55	98	22	29	51
Harrison	2	13	5	18	11	5	16
Henry	2	7	2	9	3	1	4
Highland	2	31	18	49	20	14	34
Hocking	2	3	...	3	3	...	3
Holmes	2	30	21	51	14	14	28
Huron .....	...	...	...	...	...	...	...
Jackson	2	11	1	12	7	...	7
Jefferson	2	6	11	17	3	7	10
Knox	2	14	20	34	12	14	26
Lake	2	30	52	82	21	29	50
Lawrence	2	6	9	15	4	6	10
Licking	2	23	20	43	14	13	27
Logan	2	58	58	116	20	12	32

BOXWELL LAW EXAMINATIONS — 1896 — CONCLUDED.

Counties.	Number of Examinations held.	Number of Applicants.			Number Passed.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
Lorain	2	14	28	42	6	11	17
Lucas	2	6	14	20	3	4	7
Madison	2	31	67	98	22	37	59
Mahoning	2	3	8	11	2	6	8
Marion	2	2	1	3	0	0	0
Medina	2	52	43	95	20	21	41
Meigs	2	71	65	136	45	41	86
Mercer	2	109	107	216	41	35	76
Miami	2	12	14	26	12	14	26
Monroe	2	129	80	209	66	50	116
Montgomery	2	5	7	12	3	6	9
Morgan	2	64	90	154	33	58	91
Morrow	2	13	6	19	10	6	16
Muskingum	2	0	0	0	0	0	0
Noble	2	14	10	24	6	4	10
Ottawa	2	29	27	56	14	15	29
Paulding	2	30	25	55	19	15	34
Perry	2	1	1	2	1	1	2
Pickaway	1	6	11	17	5	8	13
Pike	2	90	64	154	22	11	33
Portage	2	11	15	26	10	11	21
Preble	2	2	13	15	2	13	15
Putnam	2	31	61	92	14	24	38
Richland	2	57	47	104	35	26	61
Ross	2	9	4	13	4	2	6
Sandusky	2	45	54	99	37	43	80
Scioto	2	43	53	96	15	10	25
Seneca	2	55	50	105	29	20	49
Shelby	2	73	89	162	32	34	66
Stark	2	23	43	66	6	15	21
Summit	2	28	8	36	20	6	26
Trumbull	2	18	21	39	15	20	35
Tuscarawas	2	37	52	89	11	33	44
Union	2	4	4	8	2	3	5
Van Wert	2	79	114	193	42	64	106
Vinton	2	33	37	70	22	25	47
Warren	2	15	22	37	5	6	11
Washington	2	9	12	21	6	5	11
Wayne	2	26	37	63	6	11	17
Williams	2	7	12	19	7	10	17
Wood	2	7	12	19	7	10	17
Wyandot	2	7	12	19	7	10	17
Totals	165	2,675	2,890	5,565	1,401	1,562	2,963

BOXWELL LAW EXAMINATIONS — 1896 — RECAPITULATION.

Year.	Number of Examinations Held.	Number of Applicants.			Number Passed.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
1892.....	86	.....	.....	2,131	.....	.....	1,341
1893.....	158	.....	.....	4,018	.....	.....	2,234
1894.....	137	1,831	2,039	3,870	949	1,015	1,964
1895.....	173	2,741	3,069	5,810	1,267	1,458	2,725
1896.....	165	2,675	2,890	5,565	1,401	1,562	2,963
Totals.....	719	.....	.....	21,394	.....	.....	11,327

LITERATURE IN THE PUBLIC SCHOOL.

BX HARRIET E. DUFFEE.

To the cultured and educated mind, there is no path that leads so directly to all that is true and good in life,—no path so beautiful in itself, with its cool shades of earnest thought, pierced by the bright sunbeams of wit or imagination, yet shielding the minds of those who walk beneath from the garish glare of the world's obtrusive ignorance,—no path that promises and gives such sweet companionship as Literature.

In Emerson's essay on History, we find these words: "When a thought of Plato becomes a thought to me,—when a truth that fired the soul of Pindar fires mine, time is no more. When I feel that we two meet in a perception, that our two

souls are tinged with the same hue, and do, as it were, run into one, why should I measure degrees of latitude, why should I count Egyptian years?" And why, indeed?

"A true poem is the poet's soul," and if in our own souls we find an answering thrill to the conception displayed in such a poem, why, indeed, should we count the years that separate us from the mind that first conceived it? Why is it not our happy privilege to call that mind our congenial friend, and revel in our love for the children of his soul with no thought of obligation to disturb our minds?

It is sometimes a discouraging fact that in our every day flesh and blood friends we are so often dis-

appointed. We meet a person, and we say, "Surely, he is above the 'common herd' of those about us; there is nothing in him that is untrue, unkind or that shows a single reason why I should not be his friend." So the friendship is formed. But alas! at the very first glimpse you get of his inner soul, you turn away, sick with disappointment and chagrin that the alabaster of your idol is only common clay.

With Literature it is not so. A poet puts only his best self in his work and we never see the small vulgarities of his common soul. If we could have a friend who never showed the inevitable darker side but always stood before us in the perfection of our ideals, how we would love him. And thus it is that we can idealize with impunity, and love them as our perfect friends, those minds that gave to the world, even long ago, such things as "Hamlet," "In Memoriam," "The Fairie Queene," or in our own land, "Evangeline" and "Snowbound" or the philosophy of "Representative Men."

We know, too, that we never come in slightest contact with another mind, without being influenced thereby, and if these minds reach our highest ideals, why are we not raised by their companionship? We are. And in this companionship should be our chiefest pleasure.

We hear "A man is known by

the company he keeps," but we believe it to be infinitely more true that he is known by the books he reads. Sometimes you dare not insult a bad man, but who cares what you do to a bad book?

We believe our greatest men concede that no one can thoroughly understand or appreciate a greater mind, and if he would enter with perfect joy into the conception of higher things, he must, himself, be raised to a higher level.

We are surprised to find a boy of fifteen who reads Emerson intelligently, and equal would be our astonishment at finding a girl of twelve calling Shakespeare her best friend. Those things are not expected at so early an age, but ten years later, what are our ideals? Yet to attain an ideal, there must be a gradual development.

I think there is not one of my readers who will not agree with me when I say that education in its fullest sense is the perfect development of life, mentally, morally and physically, and that as educators in this state of ours, it is our duty so far as we are able, to see that this development of the lives under our care, shapes itself along those lines that will insure to them the greatest possible happiness in the future.

Believing as I do that good literature, read with an intelligent conception of the author's thought, is one of the necessities of a refined and cultured mind, it is impossible for me to say other than

that the study of literature among children is necessary to their best development.

The history of literature in our public schools is an interesting one, and in a backward glance across the century we see its beginning in the little log school house which now is but a memory.

Whoever spoke of a love for literature to that

"Brisk wielder of the birch and rule,

The master of the district school,"

or to those hearty boys and girls in homespun and linsey woolsey, the boundaries of whose education were the three R's?

And yet 'tis here we find the old English Reader, a casket of the purest gems men's minds had then conceived, whose title page announced in language clear, that it was "designed to assist young persons to read with propriety and effect, improve their language and sentiments and to inculcate the most important principles of piety and virtue," all in large capitals.

The greatest care is shown in its selections; not one can be found that did not come from the hand of a classic.

Glancing through its pages we see the names of Hume, Dr. Johnson, Cowper and Merrick, Milton, with his "Discourse between Adam and Eve," Addison on "Contentment" and "The Immortality of the Soul," Pope's "Pride" and the "Laws of Nature," the climax of

which is that truism, old yet ever new: "Whatever is, is right."

This was Literature, the best the world afforded then, but we wonder if those children were ever made to understand or love it from anything their teachers may have said? From all we can learn from those whose memories take them back to forty years ago, the perfect reading lesson on that day consisted neither in being able to interpret the noble thoughts set forth on those wonderful pages nor in appreciating the beauties of the phraseology, but to pronounce correctly each succeeding word. (We understand this method is now entirely obsolete!)

Perhaps you have heard of the boy in this same log school house whose latent ambition was to become an actor, but whose only source of elocutionary training was the old reader with its solemn tone. But he made the best of his ability and the materials at hand and often astonished his associates with bursts of dramatic power. One day the lesson happened to be more inspiring than usual and it contained one clause which read "And he gnashed his teeth with rage!" Being called upon to read, the young Thespian summoned all his histrionic powers and held his listeners spellbound until he reached the thrilling passage, which to their utter bewilderment, he rendered, in striking climax, "And he garnished his teeth with rags." And the story goes

that the error went uncorrected, for the master was helping another boy with a sum! Of course such a thing could never happen in *your* school!

Contemporary with the declining days of the old reader, was the old Webster's Spelling Book, now cherished in the minds of hundreds of men and women, for its a-b, ab, e-b, eb, i-b, ib, u-b, ub and other soul-stirring selections which were the first means used to develop their childish memories.

But the spirit of progress, ever predominant in our America laid the dear old reader and speller in the same grave and gave us in their stead, the Eclectic series, which, again, were storehouses of the choicest materials.

Coming as they did when the perfection of American literature was at its height, their selections not only retained the classic tone of the old writers, but supplied a more modern and therefore a more entertaining variety. Longfellow had lived then to contribute his "Psalm of Life," and Thoreau added his charming nature studies, while Poe's wild fancies were woven in between.

You and I can remember these, and we can remember when we didn't know Longfellow from Adam, or Whittier from Napoleon Bonaparte, although we had read "The Rainy Day" and the "Bare-foot Boy" till we knew them all by heart, and I thoroughly believe we

were not exceptions to the general rule, though it may not have been so very long ago.

We do not mean to say that all teachers have been as careless as this—it would be an injustice to many to be thus understood. Due credit must be given to those *thinking* men and women who always lead in our profession, in this case to the ones, who, discovering the negligence in the work where the possibilities were so great, tried to remedy the difficulty by introducing the idea of supplementary reading.

Immediately the possibilities of the innovation were grasped by the minds of all up to date teachers, and supplementary reading became the fad of the hour. In our educational journals it was advocated on account of its power to inspire interest in reading, and to broaden the child's knowledge of literature.

All well and good! Wonderful powers certainly, had every workman who used the machine had the mind and ability of the inventor. But this is never so, and the reputations of many fine inventions have been ruined through the ignorance of those who used them.

Supplementary reading has run riot throughout the country. Every thing has been used from Ayer's Almanac to Shakespeare, and the natural result of such extravagance is easily seen.

Interest *has* been awakened and knowledge *has* been broadened,

but what kind of interest and knowledge is it? *Does* the supplementary reading we use in our schools develop a taste in our pupils for the *right* kind of literature?

I know a library in a district school containing over two hundred volumes, and a year ago, one hundred and seventy-six of those books were fiction and only twenty of that number were written by what might be termed our standard authors.

In that school I have seen a little girl of ten lay aside her Geography, and take from the book case "Airy, Fairy Lillian," by the Duchess and read it diligently for a half an hour.

To some of you this may seem impossible, and yet it *is* true. One half the world (even among teachers) does not know how the other half lives, and we are often astonished at the exhibition of our neighbors' closeted skeletons.

Supplementary reading was the hobby of the person who kept that school. The pupils had learned to vote *all* of their "book lessons" dull and uninteresting, as they probably were after their introduction to the material in their so-called library, and I will prophesy that unless some one takes those children in hand and draws their tastes from such miserable literary refuse, their after life will fall far below the ideal we have set for the coming generation of Americans, which, in the light of Dr. Gaullier's recent ex-

periments and the Roentgen rays, must be very high, for at this rate of scientific progress, a hypocrite will be an impossibility inside of ten years, and if we would stand high in the world we must be what we seem.

We believe that a love for good literature is one of the most potent remedies for nearly every kind of vice, and it is necessary, therefore, if we love the souls whose futures we are molding, to instill into them at the earliest possible time this love that will open the way for them into the most beautiful life. And teachers it lies in your power to do this and in the doing, to give to each a priceless treasure.

Do you think a boy would find much charm in a penny novelette, if he were once shown the adventures of Ivanhoe? Would a girl sigh over the love affairs of an impossible velvet duke and satin duchess, after tracing with intelligent sympathy the sweet little story of "Priscilla?"

It would not be a difficult thing to do, to read "Myles Standish" in your school for supplementary reading, and under your directions and explanations, believe me, they would *never* forget it, and it would be the same with all good literature, were they taught to see and admire its beauties.

But right here let me say unless you really understand and love these things yourself, do not try to make your pupils do so—children *cannot* be deceived.

Study them yourself until you do understand them, and then if you are human, you cannot fail to recognize their grandeur.

And the reading class is not the only place for the teaching of literature.

Is it your custom, in the analysis of sentences in grammar, not only to discuss the grammatical construction, but also to interpret the thought and try, if possible, to discover its position in the language?

Is it a common occurrence in your school for a boy to say, "I believe that another word is the antecedent of that pronoun, because in the poem from which this is taken, the preceding lines read—*so* and *so*?"

Or perhaps the sentence is "To be or not to be, that is the question!" Do they understand the depth of anguish conveyed in those simple words, by knowing under what circumstances Shakespeare used them? It would take you but a moment to give them a brief and simple outline of the story of the melancholy Dane, thus arousing their ambition to read it for themselves. It would take but a moment, I say, and yet it would be worth hours of technical grammar to them.

In history it is the same. What child will not remember the Pilgrim Fathers with deeper interest from knowing of the fair Priscilla and her spinning wheel, John Alden, and his new-built house, and

the choleric Captain Standish and his adventures with the Indians? For events in the Revolution, read "Paul Revere," "The Boys of '76" and even "Rip Van Winkle." And how could you arouse more enthusiasm over the slavery question than by reading again "Uncle Tom's Cabin?" It brings them in closer touch with those times of the past, and gives them a clearer conception of surrounding circumstances in detail.

And even if peculiar patrons *do* declare that they "don't hire no teacher to read stories to their children," fight for the right and stand up for what you know to be the truth.

Then, if you never have tried it, you do not know what a help a knowledge of writers and their books is in Geography. Concord is not a large town, in itself, but a knowledge of those great minds that have dwelt within its limits, provides a glamour that spreads itself over the whole state and causes the child to say of his own accord, "The people of Massachusetts are noted for their refinement, culture and education."

The other day one of my ten-year-olds surprised me, in naming, among the characteristics of Indianapolis, that it was the place where Mr. Riley lives, recalling to my own mind the forgotten fact that we had spent an hour one day in January, talking about the two poets, Riley and Field.

Does it pay? O yes, it pays! It pays a thousand times. This knowledge is the most precious thing you can give to those whose futures depend upon you. Not only does it brighten your every day employment, but it opens to them a beautiful new world, wherein they may be kings and queens

over the greatest men the world has ever known.

"O, books, ye monuments of mind,
concrete wisdom of the wisest!
Gentle comrades, kind advisors,
friends, comforts, treasures,
Helps, governments, diversities of
tongues—

Who can weigh your worth?"

MARGERY—AND WHAT SHE SUGGESTED.

BY ANNA RUSSELL.

Just a dear, little wondering girl is Margery.—We made her acquaintance in the days of the Fourth Reader and she was ever an interesting subject.—In her quaint plaid shawl and hood—her hands folded in her lap—surrounded by the gladness of spring time, the sea stretching away in its distance before her, she makes an attractive picture.

In our school days we loved the little maiden because she seemed a part of our own life and childhood. We could understand how new and strange seemed the world around her for have we not all as children had our wonderings and asked the why and wherefore often? "It was all so strange and grand and beautiful. Her heart danced with joy to the music that went echoing through the wide world from the roots of the sprouting grass to the great golden blossoms of the sun."—How often

we have known this delight—the pure happiness of living—of being a part of the glad, happy song life of the birds, of feeling that their songs but voiced our own heart life.—All the beauty of the world around us was ours.—There was then only the sense of possession, that all of this, in some way was your own. None of the unrest then which comes, when, in later years, you have tried to understand, have asked of the hills and the rocks their secrets, or have looked into the stars and wondered "what you are,"—not with the simplicity of childhood that is satisfied with the belief in the sparkle, but with the searching that would give reality to our knowledge that we might know and be satisfied.

And are not your own childhood's wanderings voiced when she thought the sun "seemed like a great

golden flower, bursting out of its pearl-lined calyx—a flower without a stem. Or was there a stem away behind it in the sky, that reached down below the sea to a root, nobody could guess where.—” Then the waves came “crowding up along the sand, and pebbles, laughing, winking and whispering, as they tumbled over each other like thousands of children hurrying home from some where, each with its own precious little secret to tell.” And she wondered, “Where did the waves come from? Who was down there under the blue wall of the horizon with the hoarse, hollow voice, urging and pushing them across the beach at her feet? And what secret was it they were lisping to each other with their pleasant voices? Oh, what was there beneath the sea, and beyond the sea, so deep, so broad and so dim, too, away off where the white ships, that looked smaller than sea birds, were gliding out and in.”—When a bird sent “a low rippling warble to her ear from a cedar tree on the cliff above her” she wondered “How did the music get in his throat? And after it was in his throat, how could it untangle itself and wind itself off so evenly? The waves sang a welcome to him and he sang a welcome to the waves. They seemed to know each other well.—And the ripple and the warble sounded so much alike the bird and the wave must have both learned their music of the same teacher.”—This is the child’s “Un-

ity of Nature,” the harmonious blending of earth, sea and sky, the forecast of the knowledge of maturer years that leads us to One, the centre of all—the Creator—God.—The more we seek to know the more clear becomes the sense of limitation—the touch of the Infinite within us, bounded by the finite.—We climb step by step, gradually, year by year, through the preparatory phase of living—youth to maturity.—After we have reached a round of the ladder, from which the top is at least visible, we find the intricacies and difficulties which we thought would only increase as we advanced are near the foot of the ladder.—We find there are plain, broad laws and principles underlying the difficulties, which, if once grasped, simplify the whole subject.—We realize

“There are ampler realms and spaces,

Where no foot has left its traces.”

When we have discovered this, life becomes far-reaching in one sense while in another sense we see that the highest ideal is yet in keeping true to honest work, in doing each day’s work heartily.—Then we catch a glimpse of Longfellow’s meaning, when he speaks of attaining those turrets

“Where the eye sees the earth as
one vast plain

And one boundless reach of sky.”

But the best of the lesson Margery taught was found in this.

"And when the round gray eyes closed that night at the first peep of the stars, the angels looked down and wondered over Margery. For the wisdom of the wisest being God has made ends in wondering: and there is nothing on earth so wonderful as the budding soul of a little child."—There never has been, perhaps, a school in which there was not one or more of its members who needed sympathy—whose lives were in a sense isolated.—Many a child lives a starved life—there seems to be no one who cares for him particularly.—How good it is then to be able to tell them that "the angels look down and wonder over them." That though the world is full of riches, splendid homes, and the grand achievements man has accomplished, a little child is more wonderful than all else. That each one is cared for and loved.—Like Margery's mother we are often too busy with other work to give our sympathy to the questioning little ones.—When, with their hearts full of a childish feeling of the beauty and fullness of nature, that is only the beginning of the feeling of the goodness of God which comes to us if we love nature in the world around us, they come to us and say they would like "to live on the doorstep" with Margery's mother we are apt to say, "Queer child. Wonder what kind of a woman she will make."—There will be a bit of brightness in the face of a child who has the thought that the angels look

down and wonder over him, awakened in his mind, that was never there before.—There is so much of earth that he must meet, contend with and battle against, that if we can put a bit of heaven within his reach, let us do it.—Then; sometime, years afterward, when one of the dark days comes and he thinks everybody in the world has forgotten him, he will remember that when he was a little boy he was told that the angels looked down and wondered over him. And he will wonder if they still watch over him and care for him. And while he is thinking this a helping hand will be reached out to him and he will believe that the angels do care and that they sometimes dwell in the hearts of men.—Then

"Holy thoughts, like stars, arise,"
the "clouds are angel's wings."

The life of the little child is wonderful because within its simplicity is all the complexity of maturity.—Years develop what in childhood simply exists.—Within his mind is not only the capacity to understand the presentative, but the representative and thought faculties are present, only inactive.

If we give our best thoughts, if we endeavor first to be all that it is within us to be, put all that is brightest, sweetest, purest, best into our teaching we are only doing what we ought to do.—"For there is nothing on earth so wonderful as the budding soul of a little child!"

THE ANALYTICO—SYNTHETIC METHOD OF ATTACK- ING AN ORIGINAL PROBLEM IN GEOMETRY.

BY E. S. LOOMIS.

I. The complete solution of a problem consists of four parts:

1. The Analysis,—a discovery of applicable known geometrical truths.

2. The Construction,—making the required figure guided by the analysis.

3. The Proof,—the synthetic demonstration of the correctness of the analysis and construction.

4. The Discussion,—through which we conclude:

(a) Whether the problem is Determinate,—i. e., has it but one, or a finite number of solutions.

(b) Whether the problem is Indeterminate,—i. e., having an infinite number of solutions.

(c) Whether the problem is Impossible,—i. e., having no solution.

(d) Whether the problem has peculiarities for particular values of the data.

II. Success in the solution of a problem depends on:

1. Ready knowledge of fundamental definitions and theorems.

2. Experience through practice.

3. Ingenuity in discovering sufficient relations.

III. For each problem we must put anew the question:

“If the relations $\left\{ \begin{array}{c} \text{said} \\ \text{which appear} \\ \text{desired} \end{array} \right\}$ ”

to exist, do exist, what are the necessary, previously established, and sufficient relations?”

IV. Rule of procedure:—Suppose the solution effected, and draw a suitable figure; then trace the relations among the parts of the figure (and auxiliary lines if necessary) until some relation is discovered which will give a clue to the right construction.

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O. T. CORSON, EDITOR.
MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

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Educational Press Association of America.

PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
American Teacher.....	Boston, Mass.
American School Board Journal.....	Milwaukee, Wis.
Colorado School Journal.....	Denver, Colo.
Educational News.....	Newark, Del.
Educational Review.....	New York, N. Y.
Education.....	Boston, Mass.

PAPER.	POSTOFFICE.
Interstate Review.....	Danville, Ill.
Iowa Normal Monthly.....	Dubuque, Iowa.
Journal of Pedagogy.....	Binghampton, N. Y.
Kindergarten News.....	Springfield, Mass.
Midland Schools.....	Des Moines, Ia.
Michigan Moderator.....	Lansing, Mich.
New England Journal of Education.....	Boston, Mass.
Northwestern Journal of Education.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pacific Educational Journal.....	San Francisco, Cal.
Primary Education.....	Boston, Mass.
Popular Educator.....	Boston, Mass.
Public School Journal.....	Bloomington, Ill.
Pennsylvania School Journal.....	Lancaster, Pa.
Primary School.....	New York, N. Y.
School Review.....	Hamilton, N. Y.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Dallas, Texas.
Teachers' Institute.....	New York, N. Y.
Western School Journal.....	Topeka, Kansas.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

—The editor would be pleased to hear from nearly two hundred teachers who still owe for the last year's subscription. Either gold, silver or paper will be accepted.

—The school-master's "New Year" is at hand. There is no more important day than the *first day* of school. On this day thousands of boys and girls will start on either the right or wrong road to either success or failure. We wish all the readers of the MONTHLY a successful beginning in their important work.

—It is gratifying to note that several institutes in Ohio this year gave to the teachers in attendance the opportunity of hearing some of the great lecturers. This practice should be encouraged. There is

nothing more broadening, inspiring, and helpful than a first class lecture.

—With the October number the O. T. R. C. Department will be reopened. Read Dr. Burns's exhortation in this number and get ready for the good things that are coming.

—Many subscribers were not present at the institutes, and their renewals could not, therefore, be sent in by the agents. In so far as possible, notices have been sent to all such, and attention is once more called to the necessity of a prompt reply.

—We are glad to note from the *Cleveland Press* that Supt. F. Schnee and his friends have been victorious at every point in the suit for his salary, the payment of which has been contested by the opposing faction on the ground that the county commissioners had exceeded their power in electing a superintendent. We hope to be able to give a full account of this very important case in the *October* number.

STATE EXAMINATION.

The following is the result of the state examination held in Columbus, June 23-25, 1896.

HIGH SCHOOL LIFE CERTIFICATES.

Willis M. Clayton, Waverly; C. E. Caldwell, Lebanon; E. P. Dean, Kenton; R. B. Ewing, Gallipolis; S. H. Maharry, Centerburg; Frank H. Roberts, Danville; Mary Wilgus, Xenia.

COMMON SCHOOL LIFE CERTIFICATES.

R. B. Barrett, Leesburg; W. W. Boyd, Marietta; W. G. Cope, Marlboro; H. P. Grindle, Montpelier; Charles W. Gayman, Canal Winchester; Leander Hostetter, Wooster; D. W. Klepinger, Dayton; U. S. Loofbourrow, Eldorado; William E. Long, Wooster; E. D. Meek, Columbus; Ed. D. Resler, Westerville; H. E. Smith, Mason; F. J. Stinchcomb, Watson; F. F. Vail, Ewington; C. A. Woodworth, Gallipolis; Mabelle Brown, College Hill; Marie M. Blanchard, College Hill; Madge Devore, Millersburg; Etta Gallaher, Westboro; Myra H. Hanson, Perrysburg; Anna E. Logan, Westwood; Susie Vinnedge, Lockland.

At this meeting the attention of the board was called to the fact that certain persons to whom certificates had been issued, had been guilty of violating all the rules of propriety and courtesy in their efforts to create vacancies which they hoped to be elected to fill. While such unprofessional conduct brings its own punishment in the condemnation of all true teachers, yet it is a matter of regret that it can not be dealt with in a more direct manner by driving out of the ranks of the profession all who practice it.

It is very evident that there are still a few teachers in Ohio who should reread Dr. Findley's excellent paper on "Professional Ethics" read at the Sandusky meeting in

1895. The Golden Rule adopted as the code of ethics of the Ohio Teachers' Association has not been repealed.

NEW STATE EXAMINER.

The term of Supt. J. C. Hartzler of Newark expired August 31, 1896. To fill the vacancy, Supt. J. D. Simkins of St. Marys has been appointed for the full term of five years.

Supt. Simkins is another one of the country boys who has worked his way to success, and has had practical experience in all grades of school work. He began teaching in the country schools, when eighteen years of age, at a salary of eighteen dollars a month. After this he attended school at Lebanon, O. for two years, and the Iowa State University one year, completing a course in science and one in law. Although admitted to the Iowa Bar, and to the United States Circuit and District Courts of that state, he has never practiced law.

Since he has commenced teaching, he has never been employed or reemployed without an increase in salary. Seven years ago he was elected superintendent of the St. Marys public schools at a salary of \$1000 a year, and has just been re-elected for three years at \$1600 a year. His high school enrolls one hundred and seventy-five pupils.

He holds a high school life certificate, and while he has been a hard student in a general way, his

closest attention has been given to scientific subjects, especially physics, chemistry, and botany. His herbarium includes nearly all the wild flowers of his section of the state.

Mr. Simkins has had an extensive experience as a school examiner, being a member of the St. Marys and Auglaize county boards, and has done institute work in the majority of the counties in northwestern Ohio. He has always been active in all the educational meetings of his county and state, and those who heard him at the last state meeting in his discussion of the "Superintendent in His Relations to His Pupils," had a good example of the humor, sense, and earnestness which characterize all his work in the school room.

The following is the membership of the state board as it is now constituted:

Term
Expires.

L. D. Bonebrake, Mt. Vernon,	1897
J. P. Sharkey, Eaton.....	1898
Charles Haupert, Wooster....	1899
C. W. Bennett, Piqua.....	1900
J. D. Simkins, St. Marys.....	1901

THE BUFFALO MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION.

From Put-in-Bay to Buffalo by steamer was a delightful trip for Ohio teachers who know how to enjoy fine scenery and the best of good fellowship. The party direct from the Ohio Teachers' Association arrived in Buffalo Saturday morning; some of its members

went over at once to Niagara Falls and remained there until Tuesday morning; while others established themselves at headquarters at the Genesee Hotel; and many found pleasant boarding places at private houses.

Credit is due to Supt. L. D. Bonebrake of Mt. Vernon and to the other members of the Ohio committee for providing a place for Ohio headquarters centrally located where one could at any time step in, receive a cordial greeting, and have a pleasant time.

About four hundred names were registered in the Ohio book. A few of these were former teachers in our State; and a few, friends who desired to see their names in good company; but as there were, doubtless, some Ohio teachers in the city who did not register with us, I think it would be safe to report Ohio's attendance at 400. I suppose every one of "the four hundred" spent a day at Niagara Falls and realized anew the poverty of language when attempting to do justice to the grandeur of Nature's sublimity. I know I shall not attempt it, feeling that my pen will have achieved triumph enough if I do faint justice to Buffalo. After Saturday even the weather was perfect there, and you know people can't always manage that. Buffalo is a beautiful city. It is said to have a larger area of asphalt pavement than all the European capitals combined, and every visitor noticed

how clean these pavements were kept. Much of the business portion of the city is solid and handsome; but it is as a city of homelike and beautiful residences that Buffalo is especially attractive. The parks and the lake afford constant pleasure to visitors and to residents.

Everywhere and at all times the citizens showed courtesy to the visiting teachers. The storekeepers did not have on all sides such advertisements as I once saw in a certain city "Hats for the Schoolmarms," "Shoes for the Schoolmistresses" etc. The press not only gave full and valuable accounts of the meetings but was uniformly tactful in the comments on the teachers that I read. It did not poke cheap fun at us as has sometimes been done. Nor did the writers for the various papers express with unanimity "the hope that we should carry away with us some of the enterprise of the city" as a certain other Lake City did at one time that the Association met there.

The reception given to members at the 74th Regiment Armory was a delightful affair. While some of the ladies on the reception committee were so elegantly dressed as to afford æsthetic pleasure to those who looked at them, the teacher in plainest costume was made so thoroughly at home that on all sides there were expressions of pleasure at the entire absence of stiffness all evening. The hall was handsomely decorated with flags, flowers, and

palms. Music added its charm. Ices and lemonade were served without any seeming trouble to thousands.

Supt. Emerson, the local committee, and the Buffalo teachers in general, cannot receive too much praise for the perfection of their arrangements for the Association. The places of meeting of the various sections were all centrally located, the buildings were all so clearly marked as to attract the eye of even the passer-by. At the railroad stations and at the wharves were committees to give all needed assistance to those who did not care to go at once to Ellicott Square. In this fine, large business block were the business headquarters, the local committee of the N. E. A., the place of registry, the bureau of information, the post office, the educational exhibit, and the social parlors. I do not believe that within the memory of the oldest member of the Association have the women teachers in any city given themselves as unselfishly and untiringly to the service of guests. Generally we see a few prominent women teachers, but there is nothing to indicate that the majority of the city teachers are of the gentler sex. In Buffalo they not only kept a delightful place for rest and social intercourse open constantly at Ellicott Square, not only received different sections in the evenings at their Chapter House, but they came to the various headquarters to help entertain us,

and on the streets and at the meetings,—in fact, wherever we saw the “little green and white ribbons and the buffalo” on any lady, we were sure of the most charming courtesy. Had I been a single man instead of a single woman I am very sure that I should not have left Buffalo heart whole. But without discharging my full debt of gratitude, I must turn my attention to the Association itself.

The first meeting of the N. E. A. was held in Music Hall, Tuesday, July 7, at 2:30 P. M. Within a few minutes after the doors had been opened, the hall was filled to overflowing. It was announced that an overflow meeting would be held in Concert Hall. That hall filled in a few moments and then thousands went away disappointed. It is becoming a question of great importance which so far seems to conquer the committees instead of being conquered by them how and where to find a hall large enough to accommodate the teachers who really wish to attend the meetings,—a hall with sufficiently good acoustic properties to make one reasonably sure of hearing the speakers.

Regular “attender” upon meetings as I have been, I own I am becoming somewhat discouraged and falling from grace. To go nearly an hour before-hand to a meeting in order to get any seat at all, leaving behind friends whom one meets about once a year, the pleasure of

whose society and converse is great, to strain one's ears to hear even parts of sentences from some of the speakers, is not conducive to a happy frame of mind. Either age or the suffering I endure to be able to write reports of the N. E. A. not made up wholly from newspaper articles, is making me charitable to the "girls and boys" who spend most of their time sight seeing during these conventions provided they pay their annual dues and read the "Addresses and Proceedings" when received. However, this year the Ohio "girls and boys" attended so regularly that I became somewhat alarmed. In some mysterious way the "boys" often managed to get into boxes in Music Hall and occasionally an Ohio man was seen on the platform with the dignitaries real and imaginary; but so seldom was the genuine Ohio man there and in such small numbers that we felt like changing Dr. Holmes's lines a little and saying

"Why, *has* he got in! One of the boys?

If he has, put him out, without making a noise."

Most of the Ohio "girls" having become accustomed to receiving honors without soliciting them in their own State and being very unwilling to toady even for high seats in the synagogue took high seats in the gallery, and felt like lookers-on in Zion. In spite of all this, however, it was not a woman but a man who said at the close of the first

afternoon's session that "he thought the various speakers at that meeting with the exception of three ought to receive a vote of thanks for the circumambient cloud of darkness which they cast around in order that Dr. Ida Bender, Dr. N. C. Schaef-fer, and Dr. A. E. Winship might shine as stars of the first magnitude." There were many who might not have expressed themselves just as our witty friend, but who have a very strong feeling against the reading of addresses of welcome and of responses to these addresses. It almost seems that if a man cannot make a good address of welcome without writing it (although I think that the seeming spontaneity of a hearty if not polished extempore speech would make up for many deficiencies) that he had better write it in time to commit it to memory like a school-boy. While a written response to an address of welcome seems about as appropriate as it would be for one to write a note of acceptance of an invitation, take it to a party, and read it to his hostess.

Supt. H. P. Emerson, of Buffalo, called the meeting to order and announced that the Rt. Rev. A. Cleveland Coxe, Bishop of Western New York, would lead in prayer. According to the custom of the Episcopal Church, the Bishop read his prayer. This was followed by good music. Supt. Emerson then made his address of welcome. He was heartily applauded before

beginning by thousands of teachers who realized how great his labors must have been in making preparations for a meeting of such magnitude; preparations which in all the meetings of the N. E. A. that I have attended, have not only not been excelled but not equaled. Supt. Emerson spoke of the different conditions existing when the Association held its meeting in 1860 in Buffalo and its present meeting. At that meeting there were not more than 100 delegates from outside the city; to-day there were thousands. Buffalo had increased its population from 80,000 to 350,000. Over 800 Buffalo teachers had paid their membership fee and become members of the Association.

After speaking of what Buffalo was doing for its educational interests, Supt. Emerson closed with a specially warm welcome in behalf of the schools. He was followed by Hon. Edgar B. Jewett, mayor of Buffalo, who read the welcome on behalf of the people of the city of Buffalo. Mr. Jewett after some complimentary remarks upon the composition of the Association, eulogized the city of Buffalo, particularly the homes and schools.

The next speaker on the program, Hon. James O. Putnam, Chancellor of the University of Buffalo, was not able to be present, but after the speech of Dr. Ida C. Bender, supervisor of primary work, the audience felt that she would be

able to take the place of any man. Her voice, clear and musical, reached every part of the hall; while her sensible, witty, earnest remarks had a genuine welcome in them which gave all a delightful sense of being "glad they had come." Her welcome was so graceful that we could but wonder whether it is not more natural for woman to be hostess than for man to be host.

Hon. Charles R. Skinner, State Superintendent of Public Instruction, extended a welcome in the name of the State of New York, a state which he so eulogized that we felt that it was a great thing to be welcomed to it.

Supt. Emerson then introduced Newton C. Dougherty, of Peoria, Illinois, as the president of the N. E. A. Mr. Dougherty is a tall, fine looking man. Knowing the high esteem in which he is held by those who know him best, knowing also how arduous his duties must have been in preparing for the Association, and the skill which is required that an executive officer may make a success of so great a meeting, we regretted exceedingly that on this and other occasions we lost a large part of what he had to say through the difficulty of hearing him. A president cannot be selected simply for a voice, but it almost seems as if after his election he ought to go into training to acquire a good voice and the other things necessary in a good presiding officer.

After a brief response to the welcome extended, Pres. Dougherty presented Dr. Harris to the audience, which showed the regard in which our distinguished United States Commissioner of Education is held by educators, by round after round of applause. Among other things Dr. Harris said: "The leaders of education have heard of the new departure here in school management and in the higher training of teachers and they have been looking expectantly to you for an interesting and instructive experience. * * *

"We are all earnest in our search for an education that will best succeed in helping children to help themselves. * * On the one hand the child learns how to conquer and subdue the forces of nature—how to make these subservient to rational ends. * * * On the other hand education in the schools gives the pupil an insight into the nature of his fellow-men. He learns their motives and springs of action. * * Let us rejoice that we are met with you here in these summer days in your delightfully cool and health-abounding city to confer on these important themes of our profession."

Prof. Earl Barnes, of California, brought the greetings of the West. Prof. E. A. Alderman, of North Carolina, who was to respond on behalf of the South, was not present on account of sickness.

Mrs. W. P. Daris sang beauti-

fully, after which the exercises in honor of Horace Mann began.

Dr. W. T. Harris presented an able paper on the great educator. He first placed before the audience briefly but clearly the condition of the country at the time when Mann began his great work. It was at the beginning of the epoch of railroads and of urban population. Then the wonderful Reports of Horace Mann were given in a succinct manner and it was shown that every new movement in Massachusetts had to run the gauntlet of opposition. Dr. Harris said that Horace Mann was modelled on the type of the Hebrew prophets. After this address ten-minute speeches were made or read by Supts. Sabin, Schaeffer, Soldan, Gove, Greenwood, and by Dr. A. E. Winship. Dr. Schaeffer was very eloquent and at the close of his speech the applause was long continued;—part of the audience applauding what the Dr. had said and his earnest manner of saying it, and part applauding the president of the Association for his evident determination to carry out the ten-minutes' rule. Dr. A. E. Winship really fired the audience with enthusiasm, such inspiration did he seem to bring from the strength of mind and grandeur of soul of his hero. It was an admirable speech with which to close the afternoon session.

Having a real desire to attend the evening session, I refused two

tempting invitations to go elsewhere and was one of the 12,000 that it is estimated sought admission to Music Hall on Tuesday evening. I took "standing room only" for awhile and then concluded that while school men are good, they are not good enough to spend an evening simply looking at, and as I could not hear anything I went back to Ohio headquarters. The Buffalo papers said that President Dougherty's discussion of "Do the Public Schools Meet Reasonable Expectations?" was admirable. It concluded with "It has made the children of the Saxon, the Norman, the Celt and the Teuton—Americans. It will make the decision at the ballot-box next November a decision which shall be in accord with national honor and true economic principles. It does fulfill all reasonable expectations. Let us show our thorough belief in it by striving to perpetuate and improve it."

Having learned at previous meetings of the N. E. A. to admire the fine voice, elegant bearing, and scholarly addresses of Prof. Nicholas Murray Butler of Columbia University, New York, it is a real trial to have to wait for the published proceedings of the Association to read his address on "Democracy and Education." But fate willed it so, and I can only say that on all sides I heard warm praise of the address from those who were fortunate enough to obtain seats in Music Hall that evening.

For some of us Ohio teachers who had seen and heard many of the distinguished educators before, the great attraction of the meetings was to see and hear Brander Matthews, known to us even better as essayist and author than professor in Columbia University. With one of "my best girls" I went to the place of meeting on Wednesday morning forty minutes before the time for the session to begin. We secured seats as far forward as possible—about two-thirds back in the hall—and had the pleasure of *seeing* Prof. Matthews. With that pleasure ended and trouble began. The exasperation of hearing a sentence or part of a sentence on a subject in which one is passionately interested and from an author one delights to read and then seeing lips move but hearing no sound, is better imagined than described. Prof. Matthews's subject was "Literature and American Literature." One sentence of which I caught enough to make out the rest was: "Of the literatures which thus explain to us our fellow-man as he was and as he is, three seem to me pre-eminent, standing out and above the others not only by reason of the greater number of men of genius who have illustrated them, but also by reason of their own more persistent strength and their own broader variety. These three literatures are the Greek, the French, and the English."

Some of my friends who attended the overflow meeting in Concert Hall say that they had much the best of this session, since they heard without trouble the whole of the scholarly address of Prof. Matthews, and also had so eloquent a speech on literature from Supt. Treudley of Youngstown that the audience encored him, thus doing honor to at least one Ohio man.

Prof. Matthews while speaking of the great number who now speak and write English and doing honor to the wonderful vitality of the English literature believes that the best cure for colonialism and provincialism for us is a study of the two other great literatures, Greek and French.

The next speech on the program was by Prof. W. P. Trent, of the University of the South, who discussed "The Teaching of Literature, with Special Reference to Secondary Schools," in a masterly manner as to what he said and how he said it. It was a pleasure to hear every word without straining one's ears. The opinions of Prof. Trent in regard to the manner of teaching literature in the high schools are so similar to my own that I almost seemed to hear myself thinking aloud. My readers must not laugh now at my saying this after expressing so much appreciation of the paper because my years of successful, happy teaching of this subject give me a right to have an opinion as to how it should be taught.

Mr. Trent believes that mechanical teachers should keep their hands off of literature. The great question is how to imbue the young with the spirit of literature, to make them sympathetic readers. Teachers should criticise less and read more. They should cultivate sincerity, enthusiasm, sympathy, judgment. In all schools let us have the half hours with great authors even if fewer maps are drawn and fewer examples in partial payments worked. There is a great but not always recognized benefit in hearing the highest kind of poetry read aloud.

Prof. Trent was followed by Mrs. Ella F. Young, assistant superintendent of schools, Chicago, who read a thoughtful paper upon "Literature in Elementary Schools." Some prominent ideas of Mrs. Young's paper were that one single line of reading cannot meet the needs of growing minds; that the best should be made a part of every curriculum; that there are evils in any prescribed course of study but more especially in such a subject as literature where the needs of the particular school should determine what should be given it to read; that empty forms will not generate content. On account of the lateness of the hour, the ten-minute discussions were omitted.

Having attended meetings all day and knowing the impossibility of doing any justice to an address by Bishop Vincent in the brief re-

port that I could make, somewhat discouraged, too, from my experience on Tuesday evening, I determined not to try to get into Music Hall on Wednesday evening. So I must leave the report of the address, "School Out of School," to those of my friends who, while not assisting me at all to hear the lecture delighted in assuring me afterwards that I had missed the greatest treat of the convention.

Thursday morning's session was devoted to the subject, "The Function of Nature Study in Education." The first paper entitled "The Function of Nature Study in the Culture of the Moral Powers," in the enforced absence of its author, Pres. David Starr Jordan, Leland Stanford, Jr. University, was read by Prof. W. S. Jackman, of Illinois. The great paper of the morning, however, was by Dr. M. G. Brumbaugh, president of Juniata College and professor of pedagogy in the University of Pennsylvania. Every word of the paper was heard and every word told for something. Although Dr. Brumbaugh's subject was "The Function of Nature Study in Elementary Education," every line of the paper showed how the author himself had been made the power that he is through his loving study of literature. Assuming that nature has a content of sufficient value to make it worthy a place in the curriculum of the public schools, Dr. Brumbaugh made it the purpose of his discussion to in-

dicade how this content may be most happily utilized by the teacher for the child, and by the child for himself. He said that the craze for classified knowledge and formulæ had run its day. He gave four values of Nature in education and from these deduced nine truths which the teacher must come to accept and follow in the work of the school-room. He closed his eloquent paper with "Nature will thus be given her true setting among the other elements of the content in our educational process, and the child will grow into a living realization of the legend, 'In the midst of the light is the beautiful, In the midst of the beautiful is the good, In the midst of the good is God, the eternal One!'"

During the discussion which followed the papers, Pres. Dougherty called upon Dr. G. Stanley Hall, who made a speech so sensible and bright that his listeners actually forgot they were growing tired of a long session.

It has not been deemed fitting when endeavoring to give an idea of so much in so little space to more than allude to the music furnished at different sessions, but there were some special features in connection with it on Thursday evening that must be mentioned. It was furnished by the Guard of Honor Orchestra under the direction of Miss Charlotte Mulligan. The first selection had been thoroughly enjoyed; but the great enthusiasm

that moved every one was aroused by the playing, by request, of a medley of National airs between the two addresses of the evening. The vast audience applauded "Yankee Doodle" and "Dixie;" but when the orchestra began the "Star Spangled Banner" all rose to their feet as if moved by one impulse and joined in a grand chorus of 3,000 voices. Handkerchiefs waved, hands clapped, and hearts throbbed. It is no misuse of the word to say that it was a magnificent sight and one that will long be remembered by those who were so fortunate as to witness it.

The first address of the evening was by Gen. Stewart L. Woodford, Brooklyn, N. Y., on "The American Public School." The speaker did not realize the expectations of those who had heard of him as soldier, gentleman and brilliant orator. In the first two characters he will ever shine; in the third, he may on the political platform, but not on the educational unless he makes much more thorough preparation than he made on this occasion.

To hear the second address, the one on "The Teacher and the School," by Rt. Rev. John Lancaster Spalding, Peoria, Ill., I should be willing to go from Columbus to Buffalo again. It was oratory of the finest kind—impassioned, beautiful, charming. While leading the intellect with its irresistible logic, it held the heart as music holds it with the melody of its language. To

give you any part of it would seem to me too much like taking a stone from a temple to show the grandeur of its architecture. However, I must say that after the theories which seem prevalent in the National Educational Association, particularly in the "isms" of the various departments, it was good to have grandly set before us that the cultivated man or woman makes the school.

Friday morning was devoted to the subject of Sociology. Prof. Albion W. Small, University of Chicago, discussed "The Demands of Sociology on Pedagogy." Prof. Earl Barnes, Leland Stanford, Jr., University, followed with "The Pupil as a Social Factor." Great regret was expressed on all sides that the next speaker on the program, Pres. James H. Canfield, Ohio State University, was prevented by the death of a near relative from presenting his paper on "The Teacher as a Social Factor." Hon. J. R. Harper, Inspector of Superior Schools, Quebec, Canada, opened the discussion of the papers. Dr. G. Stanley Hall and Dr. W. T. Harris spoke briefly on the development of sociology in the last four years and of the close relations between sociology and psychology.

Shortly after the opening of the morning session a wreath of roses on a floral easel had been placed on the stage as a memorial to Dr. N. A. Calkins, on whom Supt. H. S.

Tarbell of Providence now delivered a noble eulogy.

We missed Friday evening's session, much to our regret, but it was necessary for us to leave Buffalo by the evening boat in order to reach home before Sunday. We were certain that we should miss much in not hearing the logical discussion of Pres. A. S. Draper, University of Illinois, of the subject "The General Government and Public Education" and the wonderful eloquence of Booker T. Washington upon "The Influence of the Negroes' Citizenship." Then we like to see the gavel presented to the incoming president and to join in the singing of "America," but it could not be.

It will be impossible to speak of the work of the various departments, interesting as much of it was. On account of a conflict of interests I was not able to attend any of the meetings of the Department of Secondary Education of which Prin. E. L. Harris of Cleveland was president. But I heard enough to believe that great credit should be given to the officers of that section for providing what many consider the most profitable program ever presented to that department. It was a great gratification to high school teachers to see and hear the scholarly authors of many textbooks they are using.

The Buffalo newspapers say that "little short of a triumph was attained by Miss R. Anna Morris of

Cleveland in her management of the Physical Education Department of the N. E. A." We know that the program looked tempting enough to make us regret inability to attend any sessions of this section.

I attended meetings of the Normal School, Elementary and Child Study Departments. While I shall not at any time attempt a report of these meetings, I may at some future time discuss some phases of their work.

The principal officers of the General Association are as follows:—President, C. R. Skinner, New York; Secretary, Irwin Shepard, Minnesota; Treasurer, I. C. McNeill, Missouri.

Ohio will be represented by the following:—Director, J. J. Burns, Defiance; Secretary of Council of Education, Miss Bettie R. Dutton, Cleveland; Vice-president of Department of Elementary Education, E. B. Cox, Xenia; President of Department of Physical Education, Miss R. Anna Morris, Cleveland; Department of School Administration, Executive Committee, Martin A. Gemuender, Columbus. Dr. Jas. H. Canfield, Columbus, was elected to succeed himself as a member of the Council of Education.

Minneapolis, Milwaukee, and Detroit were very close contestants for the next meeting. If good arrangements can be made with the railroads, the Association will most probably go to the first named city next summer. Any city will find it

difficult to equal Buffalo in royal entertainment of the N. E. A. and we doubt if her perfect arrangements and charming courtesies can ever be surpassed.

MARGARET W. SUTHERLAND.

July 25, 1896.

FIELD NOTES.

—J. C. Seeman, formerly superintendent at Republic, Ohio, but for the past year superintendent at Athens, Michigan, has been re-elected for another year at an increased salary.

—J. E. Nelson, formerly principal of the Defiance high school, who has been attending the University of Chicago for some time, has been elected superintendent of schools at Marengo, Ill.

—The graduating class of the Wellington high school at the last commencement numbered twenty-six. The alumni of this school now number three hundred and forty-seven with only a half dozen more girls than boys.

Supt. Kinnison is to be congratulated on this remarkable record and on a unanimous reelection for his eighteenth year.

—Supt. W. H. Gregg of Quaker City has been reelected at an increased salary.

—The O. S. & S. O. Home School at Xenia at its last commencement graduated from the different departments seventy-four pupils. Supt. T. A. Edwards has been unanimously reelected.

—Aaron Grady left Ohio three years ago to take charge of the schools at Ludlow, Kentucky, at a salary of \$1000. He has been re-elected for the fourth year at \$1300.

—Edward M. Traber, for several years teacher of Latin in the Hamilton High School, has gone to Fort Collins, Colorado, to enter upon his work as instructor in Latin and Greek in the Colorado State Agricultural College.

—We are under obligations to President H. S. Lehr of Ohio Normal University, Ada, for a program of the Twenty-third Annual Commencement of that institution. Large classes from the different departments were graduated.

—We clip the following notice from a newspaper of recent date:

Will D. Ross, teacher in the Fremont high school, who is a member of the Chautauqua teachers' training class in Cæsar and Virgil, has received an invitation from the Latin faculty of the Chautauqua summer school, to take charge of a class in Cicero, to be composed of pupils and teachers preparing for the regents' examination for Latin teachers in the state of New York.

This coming from the finest Latin instructors in the country is a high compliment to his teaching ability and technical knowledge of Latin, and is evidence that the instruction in the important department of Latin in the Fremont high school meets the requirements of a Latin scholarship and the best modern methods of instruction.

—Dr. W. H. Venable has been actively enjoying the summer vacation by participation in a variety of labors and recreations mingled together. In July he gave a week to the duties of his office as president of the Western Association of Writers, which held its eleventh annual meeting at Winona Park. Here he delivered an address on

"The Literary Outlook." After the convention was over, the Doctor and Mrs. Venable went on a three weeks' tour from Cincinnati to Duluth, by way of Chicago and the Great Lakes. After returning to Ohio, our energetic friend applied himself to his literary and educational labors as usual. His appointments for August included one to lecture at Ridgeville, Warren County; a week at Sidney, Shelby County; two days at Scio, Harrison County; a lecture at Eaton and one at Celina. Besides doing all this work in the institute field, Mr. Venable is supervising the publication of his latest work, "Tales from Ohio History," now going through the press of the Laning Printing Co., Norwalk, Ohio.

BOOKS AND MAGAZINES.

American Book Co. Cincinnati, O.

A School Algebra by Emerson E. White. Designed for use in high schools and academies. The book is characterized by the following points:

1. "The early introduction and practical use of the equation."
2. "The use of arithmetical approaches to algebraic processes and principles."
3. "The intelligent use of the inductive method."
4. "The immediate application of facts and principles in simple exercises for practice."

Practical Rhetoric by John Duncan Quackenbos.

Germania Texts, Nos. 10, 11 and 12, edited by A. W. Spanhoofd.

Spencerian Vertical Penmanship. Shorter Course, Nos. 1 to 7, per dozen 72 cents. Common school

course, Nos. 1 to 6, per dozen 96 cents.

Ginn & Co. Chicago, Ill.

Frye's Home and School Atlas. Intended for use as a reference book in the hands of the student and the general reader. Mailing price \$1.15.

Seed-Babies by Margaret Warner Morley. Mailing price 30 cents.

Educational Music Course, first, second and third readers—35, 35 and 40 cents.

Composite Geometrical Figures by George A. Andrews, A. M. Price 55 cents.

Pets and Companions—A second reader. By J. H. Stickney. Price 40 cents.

All the Year Round—Part II, Winter. By Frances L. Strong. Price 35 cents.

Harper & Brothers, New York City.

Elements of Geometry by Andrew W. Phillips, Ph. D., and Irving Fisher, Ph. D., professors in Yale University. The first book of a mathematical series founded on the works of the late professor Elias Loomis.

The Inland Publishing Co., Terre Haute, Ind.

Language for the Grades by J. B. Wisely, A. M., professor of grammar and composition in the Indiana State Normal School.

A New English Grammar by the same author.

The Macmillan Co., New York City.

Elementary Algebra by H. S. Hall, M. A., and S. R. Knight,

B. A. Revised and enlarged for the use of American schools by F. L. Sevenoak, A. M.

Messrs. Flood & Vincent, Meadville, Pa., publishers of the textbooks of the Chautauqua Literary and Scientific Circle, announce for early publication the following volumes, which will constitute the Chautauqua course of reading for the French-Greek year, 1896-97, which begins in the early autumn: *The Growth of the French Nation*, by Prof. Geo. B. Adams, of Yale University; *French Traits*, by Mr. W. C. Brownell, of Scribners'; *A Study of the Sky*, by Prof. H. A. Howe, Director of Chamberlin Observatory, University of Denver; *A Survey of Greek Civilization*, by Prof. J. P. Mahaffy, of Trinity College, Dublin, Ireland; *A History of Greek Art*, by Prof. Frank B. Tarbell, of the University of Chicago. With the exception of Mr. Brownell's *French Traits*, these volumes have been specially prepared for the Chautauqua Reading Circle.

Lee and Shepard, Boston, Mass.
Gymnastics, a text-book of the German-American system of gymnastics, especially adapted to the use of teachers and pupils in public and private schools. Edited by W. A. Stecher.

Charles Scribner's Sons, New York City.

The Facts of Life. French Series, No. 1. Price 80 cents net.

Introduction to Sociology by Arthur Fairbanks. Price \$2.00 net.

Public School Publishing Co., Bloomington, Ill.

Special Method in Natural Science for the first four grades of the

common school. By Charles A. McMurry, Ph. D., Normal, Ill. The fourth of a series of Special Methods in the common school studies, designed to be a direct help to teachers in recitation work. Price 50 cents.

Harper's Magazine for August contains the first part of a new serial story by Mark Twain, entitled "Tom Sawyer's Detective," and a paper on "The White Mr. Longfellow," by W. D. Howells. Many other interesting articles make this a valuable number.

The *August St. Nicholas* contains a Frontispiece entitled, "The Czar turned in his chair and watched her." "The Swordmaker's Son" is continued with chapters XXIV to XXVII, and "The Story of Marco Polo," chapters V and VI.

The Century for August is the Midsummer Holiday Number, and appears in distinctive cover. One of the most valuable of the many valuable articles is by Hon. John W. Foster on "The Viceroy Li Hung Chang." Marion Crawford contributes the fourth and last of his papers on Rome, the subject being "The Vatican."

Mrs. James T. Fields contributes to the August *Atlantic* some delightful reminiscences of Mrs. Harriet Beecher Stowe, giving her first impressions of her, and telling of the warm friendship and intimacy which grew in after years. Their meeting was just after the publication of "Uncle Tom's Cabin," at a time when Mrs. Stowe's reputation was world-wide, and Mrs. Fields describes her modest appearance and manner.

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MY FIRST TEACHERS AND SCHOOLS.

BY W. H. VENABLE.

William Venable, my father, the wisest, gentlest and most modest man I ever knew, the guide and instructor from whom I gained more knowledge and loftier ideals, than from any other person, was, for a time, a teacher in southern Ohio. He was born in New Jersey, in 1798 and died in the village of Carlisle, Warren county, Ohio, in 1871. No adequate biographical sketch of him has yet been published, though he deserves an ample memoir. The just portraiture of his life would set forth a character so good and beautiful that none could behold it without admiration and approval.

An accurate though brief academic training gave method to William Venable's early studies, and his insatiable desire for information incited him to peruse many books and acquire a substantial general education, with special attainments

in applied mathematics. Soon after settling in the Buckeye State, he found summer employment in the practice of land surveying, and devoted the winter months to teaching country schools. A certificate of qualification, was granted him, by Howard Dunlevey, Phineas Ross and John M. Houston, at Lebanon, on the occasion of the first examination of teachers, held in Warren county. The primitive custom of "boarding around," still prevailed, tuition was dependent on voluntary subscription, and the patrons of education aided the great cause by each contributing a half-cord of wood to feed the incessant fires which roared up the wide chimneys of log school-houses,—when, not long after the war of 1812, my father tested his pedagogical powers, in several different rural districts, in the counties of Butler and Warren. Hon. Benjamin A. Stokes,

a farmer whose years exceed eighty, told me a few weeks ago, that he well remembers going to school to my father, in the "Stone School-house," a building which stood a mile or two east of Utica on the highway leading to Waynesville. According to the testimony of Ben. Stokes, it seems that the New Jersey Schoolmaster William Venable was regarded by the big boys as an exceedingly severe disciplinarian, ominously quiet when vexed, and quick as lightning in executing his will. "Yes, he made us toe the mark," said his quondam pupil, with the emphasis of approval. "He was a slim man, and I could have doubled him up; but he knew his business and how to master."

My father soon relinquished the surveyor's compass and the teacher's ferule, to engage in the more independent, if not more lucrative, business of farming. His life was passed chiefly in the unambitious pursuits of husbandry, but his energies were not absorbed in the labor of tilling fields and harvesting crops,—he made a plantation of his mind and garnered stores of learning. There was no limit to his curiosity to understand things, no book that was uninteresting to him, no aspect of nature or life that he did not contemplate with open-minded desire to discover truth. The results of his extensive reading and inquisitive observation, enriched his memory, strengthened his judgment, and liberalized his sympathies,

and his language flowed freely when drawn forth by a congenial comrade, in a favorable place; but in a large company, his lips were sealed.

What a treat it was to accompany him on a long walk in the woods, or during a ride of many miles, in the two-horse wagon, perhaps to Hinchman's mill, or to the Dayton grain-market, and listen to his delightful conversation on nature, life, history, politics, theology, poetry, and whatever else between the earth and the stars, elicits the thought, imagination, wonder, admiration, or reverence of mortal man!

The Stone School-house to which I have alluded, was celebrated in its day, not only as a hold of elementary learning, in which many pioneer teachers made or lost reputation; its cramped and dingy interior was a popular place for religious worship, for occasional political gatherings, and for numberless spelling-matches and singing-schools. Near its oak-shadowed play-grounds, a burial-place was located, in which the gray-brown tombstones grew old the very day they were planted, and began to tilt and gather lichens, the next week. The Stone School-house itself, a low, dark edifice, had a gloomy, mysterious, sinister look, as of an abandoned fortress or a prison. It was the first school-house my childish eyes looked upon, and the sight of it was de-

pressing. I never liked to pass the grim structure, even at mid-day, for it always seemed to diffuse a supernatural twilight awful to walk through. I am told that the Stone School-house was demolished, a few years ago, but I fear I cannot keep the ghost of it from appearing in my visions and dreams, now and then.

I do not remember the names of all my early teachers, and of some few I retain nothing but the names, and, possibly a shadowy distortion of their personality; but those who were interesting, or who are associated with some impressive or startling event, come back when called from the confused past. Though I cannot recite any fact which they taught in class, nor realize the import of what they strove to accomplish or prevent, I see the men themselves, their manners, their faces, the very hats and boots they wore. They flash upon the screen of recollection, like figures projected from a stereopticon, some distinct and vivid, others blurred and wavering.

The first to shape himself in my mental vision, is James Wilgus, familiarly called Jim Wilgus, by his informal neighbors. This worthy gentleman was my first school-master; I was sent to his school when not above five or six years of age. The school was kept in a small, frame building, so new that the shingles were not yet browned by exposure, and the unpainted

weatherboards still smelt of their green sap. A stump which had been grubbed from the site of the new house, had not been removed from the freshly graded yard. The unattractive edifice was situated perhaps a mile east of the Stone School-house, and stood almost within sight of my father's home-made mansion of sassafras logs, near the Little Miami.

It is likely that my mother entrusted me to the safe-keeping of Jim Wilgus, in the spick-and-span new, frame school-house, in order to get me out of her way and into the way of learning my a, b, abs. The experiment was not successful. On first sight, I hated the glaring house, and the yawping, big boys, one of whom proposed to cut off my ears with his pocket knife. What was worse, I conceived a baseless antipathy to Mr. Wilgus, notwithstanding that he was the most amiable of men. To my prejudiced impulse he was Doctor Fell. Without the shadow of a reason, I was abjectly afraid of this mild and agreeable person who was loved by everybody except my tiny self. I regarded him with terror and aversion, without any cause whatever, and in spite of the fact that he petted and favored me. In vain he gave me pennies to buy my confidence, in vain he smiled me a morning welcome, and a benediction at the close of the afternoon. Perhaps he might have won me, in time, by these blandishments, had

it not been for a disastrous occurrence the consequence of which drove me from school and precluded all hope of reconciliation between Mr. Wilgus and me. It came to pass, on a day, that I laughed out loud in school, and the teacher, glancing downward towards the low bench on which I sat beside another infant of my size, demanded what the matter was. I gave no satisfactory explanation of my outrageous conduct, being ashamed to explain that a fly had lit on the other boy's nose. I felt that the master was unjust in visiting upon my seat-mate and myself, the frown and implied reprimand which properly he should have bestowed upon the mischief-making fly, a craven insect without the moral courage to speak out and take the blame upon himself.

As soon as "intermission" was announced, that day, I bolted for home, leaving my dinner basket and skull-cap behind. A sympathetic girl, seeing me in full flight, had the goodness to start after me, bringing my cap, but I mistook her motive, fancying she was sent by the master to seize me, and ran still faster, until she, giving over the chase, flung the cap after me and returned to the school, to which I thereafter could never be coaxed, driven nor dragged. No arbitration could induce me to resume my interrupted education. Once when I saw Mr. Wilgus approaching our house, I hurried out

through the rear door and creeping into the great, brick bake-oven in the back yard, hid there until the schoolmaster left the premises.

When our family removed to the farm which father had bought in Clear Creek township, I was yet very young, but old enough to pay some attention to the talk I heard about the Ridgeville school and its current history. The teacher most spoken of, was William Pettit, not unfrequently styled Billy, much renowned for his mathematical skill, and physically remarkable on account of a muscular defect which compelled him to hold his head constantly on one side, after the fashion of Gulliver's Lilliputians. Though I was never a pupil of his the palimpsest of consciousness shows me a tracing representing Mr. Pettit standing before the first black-board I ever saw,—a planed board painted black,—and working a problem in arithmetic with a lump of crude chalk.

The Ridgeville school-house which I think I saw for the first time before I had completed my sixth year, was pulled down in 1846, when the Universalists built a church near the same site. One of the corner-stones of the old log school-house was pointed out to me in the summer of 1896. The rude structure must have been standing nearly thirty years when I first entered it, with an older sister and brother, to be "fitted for the duties of life." It was a bit of genuine

pioneer architecture, a lodge once in the wilderness, no doubt,—a regular backwoods cabin in which the children of the original settlers of Ridgeville, went to school. It had no windows to speak of; the heavy deal door swung on strap hinges and was fastened by means of a padlock; the floor was of puncheons, uneven and much decayed; the furniture was scanty, inconvenient and rough.

The mentor whose counsel and instruction were schooling the boys and girls, in the humble quarters I have described, when my father took up his residence near Ridgeville, was Linus Williams, an old gentleman, with gray hair, whom I remember with a certain pensive gratitude mingled with something like compassion.

Under the painstaking guidance of Father Williams, I learned to read in the Second Reader, and to spell in a blue spelling book; but I was much embarrassed, in the beginning of my scholarly career, by strained relations with the class of which I was a member. This class consisted of myself and one other boy, Bill Lucas, a good fellow, endowed with an exceedingly wide mouth, with which he grinned at me perpetually, looking down from his superior altitude, for he was fully a head taller than I. Secretly but earnestly I besought old Linus to put me in some other class, explaining that I could not endure Bill Lucas's mouth; and the compli-

ant master, amused by my æsthetic sensitiveness, transferred me according to my request. But when he next called me out to recite, I was chagrined to find I had gone from the frying-pan to the fire. The new class to which he had assigned me was composed of only two persons, my discontented self, and a fat, giggling girl, Emeline was her name, and her saucy black eyes proved far more dreadful and devouring, than Bill's extravagant but well-meaning mouth. In deep confusion, I once more appealed to Linus, telling him, that, after all, I believed I could learn more in a boys' class, and I was returned to Bill Lucas's class, in which I usually stood next to head. Bill and I became very chummy, and soon struck up a friendship which holds to this day.

Mr. Williams was one of those antiquated, perfunctory pedagogues properly demonstrated preceptors. He might have been monitor for any of the correct boys in Miss Edgeworth's Moral Tales. In his methods survived the colonial mode of training children to mind their manners and even to imitate what was supposed to be the polite usage of "quality" and courts. Before beginning and after closing a recitation, the pupils of every class were required to salute the master with a becoming reverence. This preliminary being over, other ceremonies followed. The boys stand ranged as in military line, facing

the girls standing opposite in a seemly row, and when old Linus pronounced the word "Obeisance," all the boys responded with an elaborate bow, receiving in return a profound courtesy from the girls. Our practice of formal etiquette was not restricted to polite rehearsals on the puncheon floor of the dingy, log school-house;—the boys were admonished to practice good deportment on the road to and from school, and, above all, never to neglect the gallant habit of removing the hat, on meeting a lady.

Our urbane dominie relied rather too fondly on the sufficiency of automatic manners and morals, as so many other teachers, before and since his day, have done, trusting Martinet's outward drill, but failing to reach those inward springs of action which keep in perpetual motion those regular forces which combine to form individual good conduct. The well-meaning sage of Ridgeville school sometimes made the mistake of relegating to machinery what can be accomplished only by the living soul of man. I recall one of his mechanical appliances which did not quite accomplish the purpose of its invention, namely to keep the pupils in their proper places, by regulating their comings and goings. Linus contrived a wooden paddle shaped not unlike a flat butter-ladle. On one side of this was painted in black, capital letters the word IN, and on the other side the word

OUT, and the reversible sign was suspended from a nail, inside the door frame. The theory of the device was plausible: whenever a pupil left the room, he was expected to adjust the paddle so as to tell the school that somebody was *out*, and when he returned he was supposed to change the signal so as to assure all that everybody was *in*, the rule being that only one at a time should be out. Like all human inventions this ingenious implement was liable to abuse. A boy about to make his exit, would give the paddle a complete turn and make it falsely say IN, thus tempting others to follow him and repeat the easy trick, until, in a very orderly and noiseless manner, half the school would glide out into the yard, though the demure wooden governor unblushingly reported all present, and the master nodded in his chair, or busied himself adjusting leathern spectacles and a comical paper cap, to the sulky dunce on the stool of disgrace. On a memorable afternoon in May, poor old Linus fell asleep in his chair, and his mischevious flock, every lamb of it, escaped to the green grass and pleasant sunshine out of doors, leaving the wooden witness to tell its usual story. When the master awoke and looked out of the back window he beheld a picturesque scene; all the girls were in a wagon which chanced to stand idle near the play-ground, and all the boys were pulling or pushing the vehicle

towards a grassy, downward slope. The rat-tat of the ferule on the window-sash, summoned the romping truants to their desks and

lessons; the decorum of the hour was perfect; and the paddle for once told the truth, displaying the right monosyllable. The pupils were IN.

LANGUAGE LESSONS No. 8.

BY MARGARET W. SUTHERLAND.

Having tried to show the great importance of literature in our common schools, I desire now to give some practical suggestions as to the manner of conducting the work, particularly with little children in connection with language lessons.

Every child who is so fortunate as not to come from a home where there is such grinding poverty that the necessity for driving constantly at work has kept all older members of the household constantly occupied, or on the other hand from a home where the lack of culture and eagerness to acquire a false social position drives the mother to a wearying round of tiresome frivolities, has had the delight of the story told in the home circle. In his initiation to the school-room the best of the home life should play a strong part. The Kindergarten has not placed an undue value upon the power to tell a story to children so as to interest and indirectly to instruct. The primary teacher ought to be a prince of story-tellers among little ones. The art, if difficult to acquire, is worth the effort spent

upon its acquisition. The same kind of skill is not required to tell a story to little ones and to minds of the stature of manhood. The latter listen for the point of the story and it becomes very tedious if while the relater is lingering over minute details, the listener has long before grasped all the essentials and is tortured by the effort to give polite attention to that which greatly bores. The former delight in the very details since the great charm of the story comes from the exercise which the imagination has in its fond picturing of each stage of the story. Just as the child derives its pleasure in play not merely from the activity of its muscles but from the activity of its imagination which makes it live in two worlds,—that of the actual and that of the ideal,—the story transports the child into another world than that of the real; a world which often exists for him with wonderful vividness.

It is fast becoming a recognized principle of education that any food that the healthy child mind craves, should be given to it. From the

study of the child and from the special study of the children in one's own school, should be derived the principles that should guide the teacher in her selection of stories to be told in the school-room. The study of the child in all ages proves the almost universal love of the fairy story. Of course, the number of those who have not been privileged to gratify this taste is not large. In such it has probably died out for want of food. And in later years they are apt to display a want of imagination, a hardness and lack of flexibility of mind and manners, which often causes them to be that "worst of torture's inventions,—A well-meaning dunce with the best of intentions."

The teacher who has a natural gift for inventing the fairy tale will take pleasure in exercising her talent, and will doubtless delight her little auditors with her well-told story; but this gift is rare, and the teacher who does not possess it, will do much better to make herself familiar with the old yet ever new stories that have delighted generation after generation of children than to spend her time in trying to do what at best she will do but poorly. Many teachers already have Andersen's *Fairy Tales*. I recommend in addition for this work Grimm's *Fairy Tales*, edited by Sara E. Wiltse, published by Ginn & Co.; *Fairy Stories and Fables*, by American Book Co.

After the fairy tale comes the

story of child life. Good stories of this kind are harder to find for little children than good fairy tales. We must not forget that there is a great difference between looking at child life through the poetry and romance that retrospect lends to the picture and looking at it with the eyes of a child. I saw this illustrated once in a third year school. One of our young ladies had succeeded in arousing a great interest in the children in the boyhood of Whittier and gotten them to feel that they would be glad to hear something written by that boy when he became a man and to learn something from the good poet. She had the day before read them the beautiful "In School-Days," and had led them to picture the little boy and girl and even to feel something of the spirit

"I'm sorry that I spelt the word:

I hate to go above you,

Because,—the brown eyes lower
fell,—

'Because, you see, I love you!'"

They didn't see the kind of love that you and I see in that poem,—they didn't know the pathos of "living to learn in life's hard school," as we know it, but they felt something of the generosity that would not rejoice at the downfall of a rival. But when our young teacher attempted to read "The Barefoot Boy" and talk with them over it, after a little delight in the oriole's nest, a little pleasure at the pictures from nature in it, they grew

weary. That barefoot boy would have a great charm for the man tired of well polished shoes or the woman weary of walking advertisements for clothing stores, but he wasn't the barefoot boy for children possibly too near him to see him. The young lady evinced great good sense by dropping the intended lesson when she saw that even her enthusiasm and thorough preparation did not enable her to hold the close attention of her pupils.

The children of the story must be near enough the children of the school to be understood; they must be far enough away to have a little of the mystery about them which enlists and holds interest. As an assistant to the teacher of first year pupils, I unhesitatingly recommend "The Child-Garden." It is a magazine published monthly. The subscription is one dollar a year. All communications relative to it should be addressed to Publisher Child-Garden, 1400 Auditorium, Chicago. As pupils grow older one of the best of magazines, though a more expensive one, is *St. Nicholas*, published by the Century Co.

The manner of telling the story becomes a matter of importance after its selection. The teacher should so live in it that her imagination would impart great vivacity to her speech, which should ever be simple and clear. Some speakers talk over the heads of children by using words that have no meaning to them; while others become in-

sufferably tedious by attempting to simplify ideas which they readily grasp. The story should be told so that questions spontaneously come from the children, so that in their eagerness they become unconscious of themselves and even timid children are talking, and talking well, forgetful of any unwise and unnatural restraints of school life. After a time, the children will consider it an honor to tell in school the story that the teacher has told. Before this time many of them have told it at home. It would be well if all could have done so. Since there are some parents that may not have time to listen to their children's stories, the teacher may suggest the telling of the tale to younger brothers or sisters or to some little neighbor or playmate who does not yet attend school.

Children get much pleasure and profit from drawing on slate or paper the pictures they have had in their minds, suggested by the story. Several years ago I was much interested in seeing a whole school illustrate the story of "The Three Bears." It was a study in mind to notice the different ideas that the story had suggested to different children. On this occasion the teacher did not by question or remark guide the children in making their pictures. Their work was purely original. Within the past year this work has been greatly extended in our schools and some excellent results have been obtained.

Of course this kind of work is related to the language lesson only so far as it serves to show the ideas that the words have suggested. In language lessons the final aim is always expression through the medium of the best spoken and written language.

Reading to children follows talking to them. It is so valuable a thing to be able to get the full benefit of something to which we listen that teachers should not neglect the cultivation of the power of listening to that which is read. But when the child has just entered school, reading instead of telling is the lazy substitute of those who are too listless or indifferent to acquire the power of telling a good story. However, when the stage of development comes at which we can read to the children, we must watch our hearers very closely to see that they understand and enjoy. I have seen teachers reading on and on to little ones who were either playing or what is just as bad suffering the agony of being "good and still" when their little minds were entirely occupied with that effort instead of with what their teacher was reading. Poetry as well as prose should be read to children. For this work the teacher should cultivate a musical voice and winning manner. I firmly believe in singing noble thoughts and kindly feelings into the minds of children before they can fully grasp the whole meaning of what is read to them. I

have a friend who teaches in a large city in a section of it that would by no means be called a favored section so far as the cultivation of the parents is concerned. Yet this friend tells me that on Friday afternoons when she permits her little ones to choose something that they wish her to read as a reward for their good behavior of the week, a favorite called for oftener than any other poem is Tennyson's Bugle Song. Those little children may not see the exquisite pictures in that poem that you and I see; they may know nothing of the meaning of those lines

"Our echoes roll from soul to soul,
And grow forever and forever"

but there is a picture for the "snowy summits old in story," and perhaps they hear even better than we

"The horns of Elfland faintly blowing."

Or the charm may come because the teacher has followed Longfellow's advice

"And to the rhyme of the poet
Lend the beauty of thy voice."

From whatever source the pleasure has come, it is a sure thing that children never truly listen to anything pure, sweet, and ennobling without being benefited thereby.

Having written before of the value of having children commit to memory choice poetry and prose, I shall now speak of some of the

principles that should govern the teacher in her selection of what is to be committed and of how these selections should be taught. I think as a general thing it is best for the teacher to make the selection of all that is to be recited in the school-room. It is true that some parents might display more judgment in choice of literature than some teachers; but the proportion of teachers able to choose wisely is greater than the proportion of parents. Many of the latter are too busy to give the subject the time it requires and many from whom we might expect even better things are so influenced by what they consider a "taking" selection, by what will permit a false kind of elocution, that their judgment is greatly vitiated.

Every selection taught in school should be something worth learning either for the truth contained in it or for its beauty of expression; and the highest kind of literature is that in which cold, clear truth is warmed, irradiated by beauty.

Next to worth as a guiding principle of selection comes interest. There are various sources of interest. Some of them are the same as those we have mentioned in connection with the story. In addition, we would mention rhythm. It has a very special charm for children, those for whom

"The innocent brightness of a new-born day
Is lovely yet"

as it has through all life for those who have "the faith that looks through death." There is a rhythm of prose as there is a rhythm of poetry. There is music in language as truly as in the piano, the violin, or the organ. It may be that it takes finer souls to hear it or it may be that the ear which in childhood is susceptible to it loses its sensitive power through lack of cultivation.

We teachers lose so much that might help us in our work through forgetting where we have read something of which we have a sort of fugitive recollection, or where we have put something that we have cut out of a paper because we thought we should need it some time. It would be well if we had a little more of Captain Cuttle's spirit of "when found, make a note of it." A valuable thing to keep would be a little note-book in which should be put the title, the book, and page of book, containing anything suitable for memorizing in school, with a note as to what grade it would be suitable for and in connection with what other work. Envelopes marked for different years and different subjects should be kept, in which to put scraps cut from newspapers or copied from books to which access is not easy.

When a poem has been selected to be taught to a school, the teacher should first recite it, without affectation or mannerisms, clearly and beautifully. She should next by

skillful questioning lead the children to the thought and feeling of the poem. I should not if the poem is to be learned have its entire substance given by any child in his own words. This is often a valuable lesson in reproduction; but when the intention is to have anything learned in the exact words of an author not only on account of the truth he has uttered but on account of the form he has given to that truth, such a process makes it more difficult to acquire the form. After the talk or talks, the teacher should again recite the entire poem. After this has been done, it should be given to the children by thoughts or phrases, not by lines, and should be repeated by them. The children should be inspired with a desire to give a whole stanza, then a whole poem, with a limited number of repetitions. One who has not worked for this quickness in learning will be astonished at the rapidity with which little children can memorize. Children should recite as individuals and as a class. I have been delighted with the charming modulation and expression of a concert recitation of Longfellow's "Village Blacksmith" by a first year school under a skillful teacher. In a number of schools of the same grade, the children know a great deal of the story of Hiawatha and can recite choice passages from that poem. I seriously believe that nothing stands in the way of giving good literature to children, but the

lack of knowledge or absence of desire on the part of the teacher. For reading, the Board of Control of the Ohio Pupils' Reading Circle has outlined an excellent course beginning with the third year of school life. In this will be found books that will help the teacher in teaching the myth. Later on these books can be read by the pupils themselves. I shall have occasion to speak further of some of these books in connection with nature work in the schools, so I shall make my suggestions now chiefly with reference to the first and second years of school life. Heart of Oak Books, D. C. Heath & Co., Open Sesame, No. 1, Ginn & Co., and Stories for Children, American Book Co., all contain good material. From the latter I should teach "The New Moon," R. L. Stevenson's "The Dumb Soldier" and "My Shadow," and Swinburne's "Fly, white butterflies, out to sea." This excellent little book has also much good supplementary reading for first and second years.

From "Open Sesame" I should certainly select Robert Browning's "Pippa's Song" and Tennyson's "Little Birdie." Every child should learn Wordsworth's lines:

"Small service is true service while it lasts:

Of humblest Friends, bright Creature! scorn not one:

The Daisy, by the shadow that it casts,

Protects the lingering dewdrop from the Sun."

PEDAGOGICAL INFERENCES FROM CHILD-STUDY.

By T. S. LOWDEN, Superintendent of Schools, Greenville, Pa.

Child-study is not a fad. Children and child-life are integral factors in God's plan. Pity the decades in the world's history if ever they come in which there is a dearth of children. Children born henceforth will bless the patron saints of Pedagogy:—Comenius, Pestalozzi and Froebel for the noble work they inaugurated. It is marvelous how stolidly stupid we have been in not catching, long ago, the inspiration of these fathers of much that is good in modern Pedagogy.

The *one* thought in all psychological and pedagogical study is the *child*. When the physical and psychical natures of the child are understood, when child-life is duly appreciated and the development of the child comprehended, then will there be little need of long dissertations on Concentration, Correlation, Curricula and Co-ordination of studies. With an intelligent study of child-life, much that is unscientific in the old psychology, metaphysics and pedagogy must give place to the realistic and the rational. The times are ripe; the signs are hopeful and we shall live to see a sweeping pedagogical reformation. Happy the child whose privilege it shall be to be educated in accordance with the principles of

pedagogy a quarter of a century hence.

It has long been observed that those who attempt to understand child-life have been the successful parents and teachers. Here lay Pestalozzi's power. He lived with his pupils, watched over them tenderly night and day; was father, mother, servant and teacher to them. His heart beat with theirs. His life was theirs. He realized that child-life to the child is real life, that a child is earnest in all that he does and often far more so than the adult; that the life of the child, though mythical, fantastic and absurd to the unappreciative, unsympathizing adult, means everything to the child. His benign look, the touch of his hand at once enlisted the child's attention and forthwith created that bond of sympathy, that should exist and which too frequently does not exist between teacher and child.

Froebel, unfortunate in the early death of his mother, left with an ungracious father, feeling keenly the lack of parental love, the sympathetic atmosphere that, for the child's sake, should envelop parent and child, teacher and pupil, was led to the study of child-play that his spontaneous activities might be utilized for his development.

If Comenius labored less zealously than Pestalozzi and Froebel to understand the child in his playful activities, from his knowledge of how the mind acquires and his acquaintance with the then existing state of school affairs, was intent on alleviating the cruelties practiced in the disciplining of children, purifying the moral atmosphere of the school-room, cleansing them of their grimy walls and in rationalizing methods of teaching language, in his day the one branch taught, that school-life might be divested of its cheerless drudgery.

Christ comprehended child- and adult-life and the attending circumstances; sympathized with all in whatever station, gauged His teaching for the learned and the unlearned and at once enlisted their attention and riveted His words to their souls and made all who heard Him feel His simple earnestness.

In Arnold every school-boy not only at Rugby but of England, who had heard of the earnest and humane teacher felt that he had, in him, a friend as educator, because of his magnanimity of heart, earnestness of soul and sympathy of mind.

In Froebel's ruling maxim, "Come, let us live *with* the children," is found the key to all practical and rational child-study. But little is gained for Pedagogy by a mechanical study of children, and the compiling of statistics concern them. It is all very interesting to

know how much the average boy grows in height in his eighth year, how many pounds he gains in a certain year, how many inches of chest development takes place in a definite time, that he breathes about eighteen times per minute. Possibly it is a fact worth remembering, if a fact, that the majority of great men have had blue eyes, and that the historically beautiful women have had auburn hair. Though facts interesting in themselves, what do *they* avail Pedagogy? Because most great men have had blue eyes, shall the brown-eyed, black-eyed, gray-eyed receive no attention from the teacher since in these categories reside mediocrity and dullardism, or as the blue-eyed are the historically bright shall she conclude that they have little need of her assistance, while the other eye-colored pupils alone require her tuition?

Much of the child-study in the past five years has been a mere gathering of statistics. The child has been studied "*from afar*." Considerable of the information gathered is meaningless, having been collected, as it were, from the mechanical life of the child, and well may the cry be raised, with reference to such child-study, that it is a fad and like many other recent educational crazes, will run its course.

Wherein has the study of child-life benefited Pedagogy? Truly has it assisted the kindergarten to a firm footing and is creating an

atmosphere of sympathy between child- and adult-life; but much it promised has not been realized, partly because in much of the so-called child-study, the child has been looked upon or observed as a machine. The child is a living entity; his life is real and though the measured heart beats of the child can be heard, as can the rhythmic strokes of the piston in the engine room, the facts relevant for a better Pedagogy lie in the child's psychic life and in the physics of his mechanism, which has a direct bearing on his mental and physical development.

Perez's method of studying children, having them brought before him and placed upon a table or chair for half an hour's observation, has but little in it to be commended. The child is not a stone. A dog is not himself when brought before strangers or scrutinized under new conditions. Then how must it be with the sensitive child, who is aware of the new order of affairs and is no longer himself? Such a study of child-life is like unto asking a man if he sustains a good character. There is one royal way of ascertaining just what a man is and that by carefully observing his daily walk and behavior, he in the meantime unconscious of your very consciousness of his acts and bearing. Then, too, by the "snap-shot-sitting" method of child-study, children are frequently trained, taught "to show off," to say and do things

parrot-like. Facts thus artificially obtained are of no value to Pedagogy and Psychology. What the student of child-life should see and be able to interpret, are the child's own, spontaneous acts from day to day, month to month, year after year. He is the successful student of child-nature, the real teacher, who can, at the same time, be man and boy, father and child, teacher and pupil. Thus was Pestalozzi at Stanz with his eighty waifs.

The one absorbing question of Pedagogy is, How does the child develop? This problem of all pedagogical problems has not been answered and only can be by the diligent study of the mental, moral and physical activities of the child. The child must be known. Only those like Pestalozzi who live with their children can know them. The average teacher knows but little of the individuality of her pupils. Indeed she is not in position to understand all of child-life. To know a child his daily life must be observed; to understand him he must be seen at play, at meals, at sleep and at study; to educate him properly, his individuality, in a measure, must be respected. What is needed in the graded schools is less daily, mechanical routine on the part of pupils and teachers. Teachers are often incompetent or too timid to teach vitally the cut and dried abstract stuff handed down to them to cram into the little automatons by their often more incompetent

superior, whose sole thought is system and daily, definite grind that he, at the end of each week or month, may quickly estimate, with pencil, the exact amount ground out. The question is often asked, Why is it that the graded school with a history of sixty years and superior physical equipment lacks the vitalizing and energizing elements that the rural school possesses? Does not the question find a partial answer in this, that in the ungraded school the child is allowed largely to do his work in his own way? Is there not a developing element in the child's solving his problems "shot-gun fashion," though it be, and likewise firing them upon the black-board, following no formula or stereotyped plan? Is this not the child's own work? Is not his own work in his own way a means to his development? In many city schools much is form and formula and little opportunity for spontaneity. "I can't accept your solution, John; I see that it is right, but it is not as I want it nor as the principal has outlined that it shall be solved. You have forgotten the formula, I gave the class yesterday, by which these problems are to be solved. Do your work as Mary has done hers, according to the given form. All that you need to do is to substitute in the formula." It is the lack of this blind system and multifarious devices that gives life and purpose to the country

boy's study that the city child does not have and affords the former the opportunity for his development. The absence of formula and form, system and device gives him abundant opportunity to dig for himself.

If no two leaves on the oak are mechanically alike, much less microscopically, how much more varied must be the highest and most complex of God's earthly creatures, the children of men. Notwithstanding that children of the same parentage are different, and though the individuality of the child must be respected by parent and teacher for the highest development of which he is capable, yet the careful, intelligent study of child-life by those who are intimately associated with children must sooner or later establish a Pedagogy, which, based on the psychology of child-development, must be natural and rational.

Primary teachers unacquainted with the development in the first six years of the child are at a loss to appreciate child-life and to understand many of its stadia. The child's development begins at birth; nay before, and by the time he has reached the school age many phases of his life have been passed, that the teacher has not seen, and is therefore at a loss to comprehend his life in its varied activities. To intelligent and painstaking parents and kindergartners must we look for the facts in infantine life, which

must authentically guide the practical psychologist in his inferences of pedagogical law.

The writer has carefully observed the development of four children from the earliest days of their life to the present time, their ages now being, six and one-half, and five years, thirty-nine and nineteen months; and though these children differ in sex, physique and mental constitution, it has been clearly seen, that, in general, all have developed thus far, physically, intellectually and morally in accordance with certain, definite laws. The laws of development as seen in them have been verified by the study of neighboring children, pupils at school, and the writings of those interested in child-activity with a view to a more rational Pedagogy. The study of child-life has made the writer a better father, a kinder teacher, a more enlightened instructor, has clarified his psychology and not a few heretofore obscure problems in metaphysics.

In this short treatise, I shall be obliged to confine myself to a mere summary of accumulated facts in the first six years of child-life, to a few pedagogical inferences therefrom and to brief expositions of them.

The development in the child is not unlike the growth in plant life. The kernel of corn is planted. Its growth, development and fruitage depends upon the parent stalk, en-

vironment, as soil, moisture, light and sunshine and cultivation. If the kernel be weak, then its planting requires the greater care; if the soil be poor, then its cultivation necessitates the greater attention. Whether the new ear of corn will be inferior or superior to its parent, depends upon the plant's environment and cultivation. Whatever the environment and cultivation there will be a striking resemblance to the parent ear. New varieties are only obtained through long and careful cultivation. Though an apple and peach tree be planted in the same locality, and each receive the same attention, as enriching and stirring the soil and pruning, and though the fibrillæ of the rootlets of the trees intertwine each other and the innumerable spongioles lying side by side apparently drink in the same food from the soil, yet the one tree will bear apples, the other peaches. In no instance will the fruit be an apple-peach.

Happy should be the child who comes into the world with a good capital of body and brains. He will always have the advantage over his less favored brother. Environment and cultivation are much, but a fine supply of mental and physical force to the child means more. Though transplanting the scrubby plant into a good soil and carefully attending it, will do much to bring it toward perfection, yet the highest growth and development in plant

and animal life depends upon the threefold factors:—parentage, environment and cultivation.

It is absurd to expect fifty girls and boys in one school-room to do exactly the same work and make equal progress. Well nigh perfect must be the school-system that can dole out its mental pabula in quantity and quality at the proper time to suit the varied wants of the many different intellectual stomachs. She is a *teacher* who can sharply discriminate between John's and Harry's make-up and knows the real needs for the highest development to which each may attain. Children are not born with the same capacities. How can they be? Are all trees alike? Do they bear the same fruit? Are all parents alike? Can their offspring be alike in capacity. If the color of the eye, the hair, the lineaments of the face, the mole on a particular part of the body be transmitted, then how much more readily must be the mental and moral frame-work of the parent!

The difference of temperament and capacity in children is discernible in their early months and this difference is ever widening during life. Though the teacher cannot create brains for the child, she is in position to do much for him where-in Nature has failed. Children from lowly parentage, from alley, hut and hovel are the ones that need the cheerful environment of beautiful school-grounds, pleasant school-

rooms and the sympathetic, all-souled teachers who are able to stimulate, lift up and direct. Here lie the fields that in these times need the cultivation; here the rich harvest for the Public Schools. The mission of the Public Schools is not to serve the choicest spirits, but to make character among the multitudes. The work and good they do must be measured by their influence on the masses. No sect or class can be respected by them. Their work pre-eminent is to receive cheerfully what is brought within their pales, to guide the feet and hands aright, to open up the avenues of sense, direct the powers of mind to higher things and lift body and soul to their highest capable plane of existence. This can only be done by placing the Public Schools under the tutelage of those who understand child-life. Again we meet the ever-present question, How does the child develop?

Nature is kinder to the child in starting him to life's school than we to formal study. The eye too much affected by too strong a light, the ear shocked by loud and piercing sounds, the sensitive skin to which the finest fabric is rough, Nature protects by lulling the tender babe to unconscious sleep twenty-two of the twenty-four hours of the first days, making the transition from pre-natal to post-natal life safe and pleasant; but the child aged four is sent to the kindergarten from the

beginning for two or three hours a day. The child of six is started to school with a daily sitting of from three to five hours, his environments quite changed, with perhaps his feet dangling away the wearisome hours from a seat that lacks from one to six inches of letting them touch the floor. Now put yourself in the child's place. She is the successful teacher who can do this. Would you sit attentively at work in this attitude as many hours? The weight of the lower leg and foot is compressing the great sciatic nerve, the popliteal and femoral arteries and veins, here located superficially, and the muscles of the lower part of the thigh. What must be the result? The arterial blood sluggishly forces a meager passage beyond the knee, the venous blood becomes still more venous, the nerve-cells grow lifeless and the muscles weakened and benumbed. Yet how many children the past year, in their new environment of school-life, sat thus the school-year through? The child is to be considered physically as well as mentally. He has a body as well as a mind. The mind's activity largely depends upon that of the body. If the body be not cared for, the expected mental results are not forthcoming. The body develops through its own activity and if this activity be suppressed, the development not only of body is checked but that of mind.

The child is born possessed of

three movements: the impulsive, reflex and instinctive. His whole development largely depends upon these movements. By the instinctive movement he nourishes his body through food, by the reflex he protects himself, and by the impulsive learns to crawl, walk, talk, discriminate the ego from the non-ego and what is important for the parent to know is, that the will develops through the impulsive movements, which originate and are active even in pre-natal life. A child is not a child; cannot develop as a child unless he runs, jumps, climbs, slides and tears about through the hedge and brake, over creek and hill twelve of the twenty-four hours. This activity is not only the means for his physical but for his mental development. Running here and there, making frequent excursions to lake and wood, with direction he can richly feed his mind from Nature's store-house and as Virgil speaks: Lay deep foundations for lofty decorations to be. Thus has the Creator ordained the child's activity a means to his development by placing deep in his nature innumerable cells of power, that, in his waking moments are bursting spontaneously into life. Give the child the freedom of the air, the hill, woods, meadow and the stream. Guard and guide him, stimulate him to investigate, excite his curiosity to pry into Nature; but when under school restraints, see that he is obedient, quiet, studious, systematic. These are elements needed in character for the full rounding out of man, but make the school-room pleasant, healthful, a peculiar workshop and the school hours not too long for tender years.

(To be continued.)

O. T. R. C. DEPARTMENT.

WHY TEACH CIVICS IN THE SCHOOLS?

Dr. B. A. HINSDALE, University of Michigan.

Civics, civil government, the science of government, and the science of politics are names that mean very much the same thing. The study has come to hold a permanent place in the schools. The fact is unquestioned, and it raises at once the inquiry, By what arguments can this prominence be justified? What is the educational value of civics? The question is important to boards of education and superintendents who make courses of study, and not less so to teachers who are called upon to teach the subject. In fact teachers, of all persons in the world, should be interested in educational values; for unless they understand the uses of the studies that they teach, how can they be sure that they are teaching them as they should be taught? Dr. Arnold put the case rightly when he said: "It is clear that in whatever it is our duty to act, those matters also it is our duty to study." I propose, therefore, in this paper to state briefly the principal functions of civics as a study.

The first fact to be urged is one that well accords with the American genius. Civics is a practical study. Government is one of the greatest of all human arts, as it is

one of the first of human necessities.

Man is a social being by nature, and society implies government. Government is very simple in the low forms of society, but it is complex in the high forms. For example, the old-fashioned mode of adjusting differences between nations was war; but England and the United States are now engaged in discussing arbitration, with a view to settling future controversies without fighting. The one method is simple, the other complex. Still more, the higher the form of society, the more intricate and delicate the government becomes, and the larger the citizen's interest in it. He has much more to gain from good government, and much more to lose from bad government. And these are excellent reasons why the citizen, man or woman, should be well instructed in the principles and methods of government, and, especially, of his own government. The argument is all the stronger in a Republic like our own. Not only has every citizen an interest in the government as living under it, but he has an interest in it as one who is called upon to assist in carrying it on. In the largest sense of the word, he is a member of the government, and, therefore, needs to understand it. The language before quoted from

Dr. Arnold applies to him with special force. While this is particularly true of the voter, it is true in some degree of the non-voter, for non-voters help to make public opinion, and they more or less influence the action of the voter. This applies with full force to women. In three States women of prescribed qualifications are voters the same as men; in many other States they vote on special questions as the election of school officers; while in all States they contribute materially to carrying on the government. The golden words of Washington can hardly be too often quoted. "In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." And in respect to no matter is it more important that public opinion should be enlightened, than in respect to the structure and operation of the government itself.

The second fact to be considered is that civics is a study of great disciplinary value. Government is a science as well as an art; it has not only its machinery and its methods, but also its principles and theories; and both as a science and as an art it exercises, in an eminent degree, and so develops, some of the noblest faculties of the mind. Government and history are closely affiliated. History finds its most prominent topic in government, while government is unintelligible

without history. Practical politics is a sort of applied history. Accordingly, much of the advantage that may be claimed for the study of history may be claimed for the study of government as well.

Comenius, the Slavic educational reformer, contended that every kind of education has its beginning in the school of the mother's lap, which embraces the first six years of child life. "The political knowledge needful for these first years is indeed but little. . . For it will be sufficient, if they [children] be accustomed to the rudiments of political intercourse. Comprehending little by little whom they ought to obey, whom to venerate, whom to respect. . . As rational conversation may arise with the father, the mother, or the family. For example, when one calls them, to remember that they are bound to stand still and learn what is desired; also to reply gracefully to questions," etc. Here are the beginnings of political as well as moral education. The practical training in citizenship, and the theoretical training also, begins in the practical commerce of the child with his fellows who are older. Here I shall venture to quote three or four brief paragraphs that I have published in another place.

At first man is thoroughly individual and egotistical. The human baby is as selfish as the cub of the bear or of the fox. He is the most exacting tyrant in the world. No

matter, at what cost, his wants must be supplied. Such is his primary nature. But this selfish creature is endowed with a higher, an ideal nature. At first he knows only rights, and these he greatly magnifies; but progressively he learns, what no mere animal can learn, to curb his appetites, desires, and feelings, and to regard the rights, interests, and feelings of others. To promote this process, as we have already explained, government exists. In other words, the human being is capable of learning his relations to the great social body of which he is a member. Mere individualism, mere egotism, is compelled to recognize the force and value of altruistic conviction and sentiment. And this lesson, save alone his relations to the Supreme Being, is the greatest lesson that man ever learns.

It is in the family, in personal contact with its members, that the child forms the habits of obedience and deference to others. It is here that he learns, in a rudimentary and experimental way, that he is part of a social whole. Here he acquires the ideas to which we give the names *obedience, authority, government*, and the like. His father (if we may unify the family government) is his first ruler, and the father's word his first law. Legislative, executive and judicial functions are centered in a single person. These early habits and ideas are the foundations of the child's

whole future education in government, both practical and theoretical. His future conception of the governor, president, king or emperor is developed on the basis of the idea of his father; his conception of society on the basis of the idea of home; the conception of government by the State on the basis of family government. Of course these early habits and ideas are expanded, strengthened, and adjusted to new centers.

While still young the child goes to school. This, on the governmental side, is but a repetition of the home. It is the doctrine of the law that the teacher takes the place of the parent: *in loco parentis*. The new jurisdiction may be narrower than the old one, but it is of the same kind. The education of the school reinforces the education of the home in respect to this all-important subject. The habits of obedience and deference are strengthened. The child's social world is enlarged. At first he thought, or rather felt, that he was alone in the world; then he learned that he must adjust himself to the family circle; now he discovers that he is a member of a still larger community, and that he must conduct himself accordingly. The ideas of *authority, obedience, law, etc.*, are expanded and clarified.

About the time that the child goes to school he begins to take lessons in civil government. This also is developed on the basis of his

previous home-training. It begins at the very door-step. The letter-carrier, the policeman, the justice of the peace and the postmaster introduce him to the government of the outer world. Some or all of these officers he sees and knows, and others he hears about. The very mail wagon that rattles along the street teaches its lesson, and so do other symbols of authority that confront him. He attends an election and hears about the caucus. As he grows older the town council, the court of the local magistrate and the constable or sheriff teach him the meaning of the three great branches of government. His ears as well as his eyes are open. Politics is the theme of much familiar conversation to which he listens. With all the rest, he reads the newspaper, and so enlarges his store of political information.

Still other agencies contribute to the grand result. The church, public meetings, societies of various kinds, all teach the lessons of order and discipline.

Such, in general, are the steps by which the child makes his way out of the world of isolation and selfishness into the world of social activity and light. Such is the character of his early education in morals and politics. Nor is it easy to overestimate these early lessons. To suppose that the child's political education begins when he first reads the Constitution of the United States is like supposing that his moral ed-

ucation begins when he is first able to follow the preacher's sermon.

Such are the child's fundamental political habits and ideas. Such are the schools, and such the processes, by which both habits and ideas are formed. But the work does not, or at least should not, stop with this unconscious tuition. In the school the subject of government should be taken up reflectively, and be taught as a study under the direction of a competent teacher. It is work that is demanded by the most cogent practical and disciplinary reasons.

There is an additional reason why the government of the United States should be taught in the schools. It is a very difficult subject. John Quincy Adams very correctly called it "a complicated machine"; "it is an anomaly," said he, "in the history of the world. It is that which distinguishes us from all other nations, ancient and modern." This complexity and consequent difficulty arise in part from the fact that our government is free. On this point the argument has not been better stated than by Daniel Webster, in one of his best passages:

"Nothing is more deceptive or more dangerous than the pretense of a desire to simplify government. The simplest governments are despotisms; the next simplest, limited monarchies; but all republics, all governments of law, must impose numerous limitations and qualifica-

tions of authority, and give many positive and many qualified rights. . . Every free government is necessarily complicated, because all such governments establish restraints, as well on the power of government itself as on that of individuals. If we will abolish the distinction of branches, and have but one branch; if we will abolish jury trials and leave all to the judge; if we will then ordain that the legislator shall himself be that judge; and if we will place the executive power in the same hands, we may readily simplify government. We may easily bring it to the simplest of all possible forms, a pure despotism. But a separation of departments, so far as practicable, and the preservation of clear lines of division between them, is the fundamental idea in the creation, of all our constitutions; and, doubtless, the continuance of regulated liberty depends on the maintaining of these boundaries."

But this is not all, perhaps not even the larger part. Our government is not only free, but it is double. It is a combination of republic and federal state. The real Constitution of the United States is made up of the Constitution so-called and the Constitutions of the forty-five different States. The Constitution of Ohio is made up of its Constitution so-called and the Constitution of the United States. Every citizen lives under the General Assembly and Congress, the

governor and the president, the state judiciary and the national judiciary. He has two loyalties and two patriotisms. He is equally interested in what goes on at Washington and in what goes on at Columbus. The "separation of departments" and the "preservation of clear lines of division between them," of which Mr. Webster speaks, holds in state as well as in United States affairs. It is not surprising, therefore, that citizens of considerable intelligence should often be confused by the distribution of political powers. The North and the South went to war because they could not agree as to the relations of the State and the Union. President Cleveland and Governor Altgeld, of Illinois, had a sharp correspondence on the question of keeping the peace in Chicago at the time of the great railroad riots. There are persons in every county of the State who think the taxes that they pay into the county treasury go in part, at least, to Washington. How complicated is our method of electing the President and Vice-president! A woman of my acquaintance, when she heard that Mr. Hayes was elected president by one majority, rejoiced that "William," her husband, had gone to the election, because he had saved the day! It was not so very strange that the man in the story tore off the names of the presidential electors from his ticket and threw them away, remarking that he only wanted to

vote for General Grant! Just now we have a striking illustration of the complexity of this electoral system. The Democratic party has nominated Mr. Bryan for president and Mr. Sewall for vice-president; the Populist party, Mr. Bryan for president and Mr. Watson for vice-president. The Democratic voters wish to elect Bryan and Sewall, the Populist voters Bryan and Watson; and the only way they can accomplish their separate ends is for the two parties, in the various states, to agree upon lists of electors all of whom will vote, if themselves elected, for Bryan, and some for Sewall and some for Watson as may be agreed upon. To adjust the matter taxes the ingenuity of experienced politicians. The situation grows out of our peculiar system of electing president and vice-president, taken in connection with a certain state of political facts. There could not be a better illustration of the remark that our government is a complicated machine.

NOTES ON THE STUDY OF AMERICAN LITERATURE.—I.

By BRANDER MATTHEWS, Professor of Literature, Columbia University, N. Y.

It was with great gratification that I heard of the adoption of my "Introduction to the Study of American Literature" by the Ohio Teachers' Reading Circle. My gratification was twofold, for I had not only the natural pleasure of an author who delights in the wider circulation of the book in which he

has expressed the best that is in him upon a subject which he believes to be of great importance, but I had also a satisfactory confidence that the careful reading of my little volume might lead many of the members of the O. T. R. C. to the loving study of the best books of the best American authors. I hope and I trust that every careful reader of my "Introduction" will see at once why it is so called,—will see that it is, in fact, simply an attempt to make Americans acquainted with their own authors, leaving it for every careful reader to push the acquaintance farther for himself and to get friendly as soon as he can with as many of these authors as he may find attractive to him when he comes to know them.

I am inclined to think that there are no more hopeful symptoms of a general improvement in the scheme of school instruction in the United States than the stress that is now being laid upon two subjects hitherto more or less neglected and more or less ill-taught. These two subjects are Civics and Literature. When we consider how the population of the United States is made up, and when we count up the many foreign elements which it includes and which the English-speaking stock has to assimilate and to train into acceptance of Anglo-Saxon standards and ideals,—when we consider these things, it is almost impossible for us to

overestimate the importance of giving to the boys and girls who are to be the future men and women of this great republic an understanding of the principles which underly our institutions. The teaching of the principles of civil government can be facilitated greatly by an intelligent teaching of the history of England and of the United States, in the course of which the development and the operation of these principles shall be clearly expounded.

And the intelligent teaching of American literature cannot but be a powerful ally of the intelligent teaching of civics and of American history. The object of giving instruction in civics is to help to make good citizens out of the scholars; and the result of giving instruction in American literature ought to accomplish the same end. It ought to arouse the interest of the student in the writers who have expressed the American idea, who have voiced American beliefs, who have given a concrete form to the abstractions that underly our political philosophy. Some of these writers are historians and some are orators, some are poets and some are storytellers. But all of them, whether they know it or not—and all good literature must contain an immensity of messages which the authors had no definite intention of declaring—whether they knew it or not, every one of these authors was engaged in setting down the record of

the American people. He was explaining us to ourselves,—to use a phrase I employed in my little book.

This, indeed, is one of the great qualities of all good literature, that it enables us to understand not only our fellowman but ourselves also. How closely do certain of the texts of the Bible fit into the doings of to-day! How often does the speech of one of Shakspeare's characters throw a sudden light into the recesses of our own souls! This is what Matthew Arnold meant when he asserted that "after all, literature was only a criticism of life." Literature is not a mere matter of rhetoric, of words only! Form and style it must have, of course; but it never holds the highest rank if these are its chief qualities, if it have not also something finer than words, something deeper, something vital, something that makes us accept it for the moment at least almost as life itself. As I said in an address on this subject delivered before the National Educational Association in Buffalo last July, "If we accept the statement that, after all, literature is only a criticism of life, it is of value in proportion as its criticism of life is truthful." Surely it needs no argument to show that the life it is most needful for us Americans to have criticised truthfully is our own life. It is only in our own literature that we can hope to learn the truth about ourselves; and this, indeed, is what

we must always insist upon in our literature—the truth, the whole truth, and nothing but the truth. Lowell reminded us that Goethe went to the root of the matter when he said that “people are always talking of the study of the ancients; yet what does this mean but apply yourself to the actual world and seek to express it, since this is what the ancients did when they were alive?”

In that same address I tried also to make plain the relation of American literature to English literature, a subject which is also considered briefly in the opening pages of my “Introduction to the Study of American Literature.” But as this relation has not hitherto been seized accurately, perhaps I may be allowed to condense here what I said in Buffalo. I suggested that a language belongs to all those who use it: and therefore the English language belongs to the people of the United States quite as much as to inhabitants of Great Britain. We have the rights of ownership, and the responsibilities also, exactly as they have, and to exactly the same extent. The English language belongs to us also; it is ours to use as we please, just as the common law is ours, to modify according to our own needs; it is ours for us to keep pure and healthy; and it is ours for us to hand down to our children unimpaired in strength and in subtlety.

And as the language is a pos-

session common to all the English-speaking peoples, so also is the literature. A share in the fame of Chaucer and Shakespeare, of Milton and of Dryden, is part of the inheritance of every one of us who has English for his mother-tongue, whatever his fatherland. If there be anywhere a great poet or novelist or historian, it matters not where his birth or his residence or what his nationality, if he makes use of the English language he is contributing to English literature. To distinguish the younger divisions of English literature from the older, we shall have to call that older division British, meaning thereby that portion of our common literature which is now produced by those who were left behind in the old home when the rest of the family went forth one by one to make their way in the world. Thus English literature, which was one and undivided till the end of the eighteenth century, has now in the nineteenth century two chief divisions—British and American; and it bids fair in the twentieth century to have three more—Canadian, Australian, and Indian.

In other words American literature is a branch of English literature, just as American law is a branch of the English common law. The American can take just as much pride in the great names of English literature before July 4, 1776, as can the British of to-day. If any comparison must be made

between the authors of America and the authors of Great Britain, it is only in the 19th century that this comparison is proper. It seems to me that this way of looking at English literature puts American literature for the first in its proper proportion. It relieves us from the necessity of apologizing for our not yet having had any Shakespeare and any Milton of our own. It shows that in literature as in civics the present is the child of the past. Lowell descended from Chaucer in the same lawful line that the Declaration of Independence descended from Magna Charta. Just as Hamilton and Jay in the "Federalist," very properly, availed themselves of all the political wisdom of the past, so Irving legitimately continued the work of Steele and Addison and Goldsmith.

I think that any teacher who has not given special attention to the subject will be surprised to find how much light American literature can be made to throw on American history. Nothing sets forth the condition of life in the colonies more simply and more clearly than certain passages of Franklin's "Autobiography." Nothing better explains one at least of the causes of that ill will toward Great Britain which was suddenly revealed after Mr. Cleveland issued his Venezuela message than the second paper of

Irving's "Sketch Book" in which he warned the British that the continual abuse of the United States in the public prints of England would sooner or later arouse a hostile feeling here which might work a great injury to Great Britain. Nothing can surpass Webster's two Bunker-Hill orations in the expression of the passionate devotion to the Union,—a devotion which animated the people of the North when an attempt was made to break up the Union Webster so eloquently eulogized. Nowhere is the spirit of the North during the Civil War more beautifully shown than in the second series of the homely Biglow Papers,—in one of which, by the way, in "Jonathan to John," we can find again the same warning to the British which Irving had given more than two-score years before. And in no more interesting fashion can the growth of the great West and, to some extent, even the manner of that growth, be studied than in Parkman's "Oregon Trail," a book which every schoolboy revels in wholly unaware of the fact that he is studying American history.

I have thus indicated very briefly some few of the many reasons why I think the study of American literature important in itself and especially timely at this juncture. In another paper I shall make a few suggestions in regard to the use of my own book.

MOUNTAINS AND DELLS.**WITH BOTH EYES ON THE BIRDS.**

By LEANDER S. KEYSER.

It was an enchanting week—the one I devoted to watching the birds among the mountains and dells in the vicinity of Chattanooga, Tennessee. First and most attractive was that jolly mimic, the southern mockingbird, whose throat might well be called a natural music-box. A few facts regarding his distribution may be of some interest to my readers. Two years ago I found the mockers abundant in Louisiana, southern Mississippi on the gulf coast, and all along the route of the Queen and Crescent Railway to Attalla, Alabama, a village eighty-seven miles south of Chattanooga.

It was a little surprising, therefore, to find only one pair in my numerous rambles about the last-named place. One other mocker was heard at a distance, but, greatly to my regret now, I did not make an effort to learn whether he was in a cage or in the free outdoors. The number of mockers seems gradually to diminish as you move northward, until, when you reach the latitude of southern Tennessee, you find only a few of the hardier and more venturesome individuals. Indeed, these more northern sojourners seem to be especially strong-voiced and limber-tongued. The very fact that they come farther north than their gulf coast relatives

would seem to indicate superior lustiness. Be that as it may, the Tennessee birds appeared to sing with more gusto and tact, more skill in technique, than any mockers I had heard along the gulf of Mexico.

Near a quiet hotel on Missionary Ridge the pair of which I have spoken had taken up their summer abode. And how the jolly husband sang from morn to eve, and even at night sometimes, the while his spouse modestly attended to her housewifely duties somewhere in the covert of the bushes! In the course of a few minutes vocal gymnast would run the gamut of the songs and calls of the Carolina wren, the catbird, the cardinal grossbeak, the wood pewee, the partridge, the robin, the red-headed woodpecker and a number of other species. He was truly a musical kidnapper, making off with the choicest compositions of his fellow-minstrels without so much as saying, "By your leave!"

But there were other birds worthy of mention in this historic neighborhood. All the battlefields resounded with Avian hymns of peace and good will. There was no din of arms, no reveilles. One afternoon the bewitching trill of a Bachman's sparrow rose and fell like musical incense over one of the most hotly contested parts of the field of Chickamauga, where in 1863 so many gallant charges were made by boys in blue and boys

in gray. On another afternoon a couple of lads and myself clambered down the steep, rocky side of Lookout Mountain. That was more fun than going down by the prosaic incline, which was the stereotyped route. We began our descent through a gorge that runs down steeply between Sunset and Snake Rocks, and thus we got a view of those terrific precipices from below instead of only from above, as most people do, people of the mediocre type, you see! A blood-red summer tanager tilting over the rocks is a thrilling, almost a blood-curdling sight, making one glad that nature has made the bird a natural flying machine.

On the summit of the mountain the birds were not plentiful. A few chippies, red-eyed vireos and summer tanagers formed the complement. May I venture to guess the reason of this scarcity? Perhaps the want of water on the heights will partly explain it, as no small amount of effort would be required even for a bird to make the journey down the mountain and especially up again for drinking and bathing purposes. Having no elevators, they find it too irksome and inconvenient to live on the upper story of a mountain flat. At all events, there were many more feathered folk in the valley than on the mountain.

In the neighborhood of the famous "battle in the clouds," where General Hooker made his brave

charge, I had an agreeable surprise. Glancing up into the foliage of a tall tree, my eye caught the glint of a patch of brilliant red among the leaves. What could it be? I was puzzled for a moment. It really looked like a blood-stain, and for a moment the place seemed a little uncanny. But my opera-glass soon told me that the gleaming spot was the cadmium shield worn by the rose-breasted grossbeak, of which I had accidentally caught sight through an aperture of the leaves. Presently this brilliant bird's mate appeared on the scene, and together they swung gracefully down the acclivity. I warrant you that no officer of the army in 1863 was more gorgeously accoutred than that grossbeak. This was the eighth of May, and these feathered travellers were en route for their summer house in the north.

Along the foot of the mountain, on the bushy steeps and the thicket-fringed banks of the Tennessee River, there was a-plenty of singing and chirping. Here were the yellow-breasted chats, the summer warblers, the cat-birds, the Maryland yellow-throats, the indigo-birds, the cardinal grossbeaks, the white-eyed and red-eyed vireos, the chippies, and some others. In the tangle-wood that bordered a small stream there was a deluge of bird music pouring mostly from the throat of catbirds and cardinals, who were

bringing the day to a fitting close with their jubilant vespers. What were the birds doing, I wonder, when General Hooker, so many years ago, led his troops up the mountain side and drove the enemy from their intrenchments?

Over on Missionary Ridge I found some delightful dells and hollows where my favorites were at home and kept open house. Just below the tower erected to General Bragg's memory the dainty prairie warblers were trilling in sad, far-away tones. Two yellow-breasted chats' nests were found, still without eggs in them, and a couple of towhees were scratching among the leaves under the bushes, while the summer tanagers were over-profuse with their crude melody. A Kentucky warbler sang in the woods on a slope, and the silence of the forest aisles was sometimes broken by the striking crescendo of the ovenbird.

A Bachman's sparrow acted oddly here on a slope. It sprang up from the ground, and flittered among some blackberry bushes, and then darted across a road and sat on the ground, uttering a nervous sound, which seemed like chirping and singing combined. Breathlessly I sought for a nest, for that is the manner of many birds when they are disturbed in their breeding; but no nest could be found. It was queer that a bird should behave itself in that way when there was no cause. Presently two spar-

rows were seen, doubtless a male and a female, and in a few minutes one of them sat on a perch and sang most exquisitely.

Yet their conduct was no more enigmatical than that of a pair of creeping warblers in the woods near by. The little dame was sitting in a leafy tree pruning her feathers, while the male barely gave me a glimpse of himself before he scuttled away. For a long time I watched her arranging her toilet, and there seemed to be every evidence that she had come from a nest. Suddenly she flitted to another twig, rearranged a feather daintily, and then darted down into a small thicket of blackberry bushes. A nest, I felt sure. After waiting awhile to let her get settled on the supposed nest, I cautiously crept near. She flew down on the dead leaves, where she held herself sidewise, her feathers fluffed up, her wings outspread and drooping, and her head canted oddly to one side, as if she were looking down at something of intense interest to herself.

Slipping away again, I waited for a quarter of an hour, and then returned to the thicket, moving slowly and quietly. As I bent over the bushes, I heard the bird flutter up from the leaves, and fly chirping away. Sure of a nest, I sought for one among the leaves for a long time, but in vain. When I returned to the place some three hours later, no bird and no nest

were to be seen. It struck me that the creepers and sparrows just described had gone into a conspiracy to mystify me, the prying intruder.

Much more satisfactory was my quest on a steep hillside a little later. A bush-sparrow flew up from the ground, chirping uneasily, and there, snugly set in the bushes, was her pretty nest containing four bantlings over half grown. A cat-bird's domicile farther up the hill contained only one egg. It was queer that the little sparrow should be so far ahead of her larger neighbor in her brood rearing.

Brown thrushes were not plentiful about Chattanooga, perhaps not more than a half dozen having been seen in my strolls; nor were these especially musical. Near the hotel where the mocker had domiciled himself a thrasher occasionally made a half-hearted attempt to sing, but apparently the superior performances of his rival disconcerted him, and he seemed to give up in disgust.

Not a song-sparrow was seen or heard in all this region. About my home in Ohio every piece of low ground has its quota of song-sparrows, often trilling every month in the year. It was an unusual experience to follow the winding hollows and crystal streams in Tennessee without being greeted by a trill from the throats of these merry songsters. Yet I have no doubt that these birds pass through here

in their migrating season both in the spring and the autumn; for, one day in November, I found several of them near Montgomery, Alabama. And they were singing, too, to be sure! Otherwise they would not have been true to song-sparrow temperament.

Tennessee, however, has Bachman's sparrow, trilling his sweetly sad refrains on every hillside, and that makes partial compensation for its lack of our northern lyrist. While I should not be willing to exchange the song-sparrow for Bachman's, no doubt there are persons who would pass verdict in favor of the latter bird as the superior triller.

The wood-thrushes—they could tell you many a sylvan secret—were quite abundant, their sweet, quiet melody falling from the steep mountain sides like the tingle of half-muffled bells. The orchard orioles were oftener seen than their Baltimore cousins, but wherever the latter were, they failed not to make their presence known by their cheerful piping.

One evening I was greatly puzzled by the strange calling—it was half whistle, half call—of a bird down the slope near Bragg's tower. Never had I heard a bird call like that. Expecting to find some rare species, I approached the jolly piper on tip-toe, so to speak, when, lo! it turned out to be only a Baltimore oriole, one of my best-known birds. I am aware that Master Oriole is a vocal trickster, but I never expected an old friend to lead me so completely astray.

THE OHIO EDUCATIONAL MONTHLY.

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O. T. CORSON, EDITOR.
MARGARET W. SUTHERLAND,
ASSOCIATE EDITOR.

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Educational Press Association of America.

PAPER.	POSTOFFICE.
American Journal of Education.....	St. Louis, Mo.
American Teacher.....	Boston, Mass.
American School Board Journal.....	.....Milwaukee, Wis.
Colorado School Journal.....	Denver, Colo.
Educational News.....	Newark, Del.
Educational Review.....	New York, N. Y.
Education.....	Boston, Mass.

PAPER.	POSTOFFICE.
Interstate Review.....	Danville, Ill.
Iowa Normal Monthly.....	Dubuque, Iowa.
Journal of Pedagogy.....	Binghamton, N. Y.
Kindergarten News.....	Springfield, Mass.
Midland Schools.....	Des Moines, Ia.
Michigan Moderator.....	Lansing, Mich.
New England Journal of Education.....	.....Boston, Mass.
Northwestern Journal of Education .....	.....Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pacific Educational Journal.....	San Francisco, Cal.
Primary Education.....	Boston, Mass.
Popular Educator.....	Boston, Mass.
Public School Journal.....	Bloomington, Ill.
Pennsylvania School Journal.....	Lancaster, Pa.
Primary School.....	New York, N. Y.
School Review.....	Hamilton, N. Y.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Dallas, Texas.
Teachers' Institute.....	New York, N. Y.
Western School Journal.....	Topeka, Kansas.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

—With this number the O. T. R. C. Department is reopened with the firm belief that it will prove beneficial to the great majority of our readers, and that a careful perusal of the special articles will make plain to all that they are in the true sense practical and helpful.

Dr. Hinsdale treats of the study of Civil Government in such a manner as to lead every one to a clear comprehension of the educational value of this important study.

Prof. Matthews not only pleases and interests us with his charming style, but also makes many valuable suggestions regarding the study and teaching of American Literature.

Mr. Keyser gives evidence of his wonderful powers of observation,

and shows how important the development of these powers is in the study of nature which to-day is attracting so much attention in all progressive schools.

—We are very glad to be able to present the first of a series of articles on "Child Study" prepared by Dr. T. S. Lowden, superintendent of schools at Greenville, Pa. It is a relief to turn from the technical terms and high sounding phrases so frequently found in articles on this subject to the clear, comprehensive language used by Dr. Lowden who is indeed a master of his subject. It will be remembered by many of our readers that Supt. Lowden not long since received his degree of Ph. D. from Wooster University and that his *Thesis on Child Study* attracted the attention of educators all over the country. All his facts and inferences are presented in such a plain, straightforward manner as to make them helpful to teachers of any and all grades who are earnestly seeking for the truth in this important department of study.

REPORT OF SECRETARY OF O. T. R. C.

Supt. J. J. Burns of Defiance, secretary of the O. T. R. C., reports the following amounts sent in since the meeting of the board of control in May, and before September 1:

H. S. Thompson, Hardin Co.	\$ 0 50
Mary Thomas, Madison Co.	25
Ella J. Ewing, Ashtabula Co.	3 50
F. F. Vale, Gallia Co.	1 50
Eva Seaman, Auglaize Co.	16 00
C. E. Woolford, Butler.	3 00
Total	\$24 75

In the letter accompanying the above, Dr. Burns expresses great regret that so few counties had reported the name of the county secretary, and that so many persons in ordering supplies, etc., make their requests so indefinite that it is almost impossible to understand what is needed. On September 16 only twenty-one counties had reported, and as a result the work of organization is necessarily greatly retarded.

We can sympathize fully with Dr. Burns in his difficulties, as experience has taught us that there are many—entirely too many—teachers and school officers in Ohio who can not be prevailed upon to answer the most important business letters. Again we desire to urge upon all who are in any way connected with the reading circle work to send *at once* to Dr. Burns at Defiance the name of the secretary for the county in which they are teaching, and thus aid him in his very important and difficult work.

**COUNTY COMMISSIONERS AND
SCHOOL SUPERINTENDENTS.**

Section 3969 of the school laws provides that under certain conditions the county commissioners are authorized to act instead of boards of education, the members of which have failed to perform their duties.

Owing to a deadlock in the board of education at Cuyahoga Falls in 1895 the county commissioners appointed F. Schnee superintendent of schools under this section. The opposition members claimed that the commissioners acted without authority and refused to vote for the payment of his salary. At the end of the second month the commissioner's issued an order on the treasurer of the board of education for two months' salary which was not honored. Mandamus proceedings to compel the board to pay were begun, but by filing an affidavit of prejudice, the case was put off and reassigned and again postponed from one term of court to another. It was hoped that the spring election would settle the matter. The controversy was made the issue at the polls, and resulted in a victory for Supt. Schnee of over seven to one. The new board stood four to two in his favor, but one member was in California and had been absent for five months.

The opposition who had three members until the third Monday of April undertook to thwart the will

of the people by declaring the place of the absent member vacant for gross neglect of duty, and appointed one of the opposition candidates to fill the declared vacancy, which was intended to tie up the board for another year.

At the time set for the organization of the board the members could not agree. The Schnee members were unwilling to recognize the appointed member and no organization was effected. The schools were conducted for three months without a board of education, the county commissioners issuing diplomas to the graduating class of the high school. The superintendent had not received any part of his salary for the entire year, and the teachers had not been paid for three months.

The mandamus proceedings, begun in November '95, were heard before Judge Kohler July 29, and his very able opinion which we regret can not be published in full on account of lack of space, sustains in every particular the action of the county commissioners. The following quotations from the opinion will give a general idea of the merits of the case:

My construction of this section of the statute (3969) is this: that it does not legislate the board of education out of existence, so to speak, and that thereafter the county commissioners are to exercise all the functions and discharge the duties of any board of education; but the purpose clearly is to provide for

just such a contingency as has arisen in the Cuyahoga Falls board of education, and to the end that the schools and the education of children shall not suffer, by reason of any such contingency, and that where a board of education fails to do or neglects to do any of the things coming within the letter and spirit of this statute, that then the commissioners of the county may be appealed to, and that upon being satisfied, the commissioners may do the very thing which the board of education has failed and neglected to do, and that the act or order so made or performed by the commissioners of the county, is, to all intents and purposes, the same as if it had been the act of the board of education. In other words, the commissioners having elected the relator as superintendent of schools, and fixed his salary for the ensuing year, it becomes in legal effect, the act of the board of education of Cuyahoga Falls, and he is entitled to his compensation precisely the same as if there had been no split or division in the board of education, and that board had elected him superintendent. * * * *

It is the judgment of the court in this case, that mandamus is the proper remedy, and that the plaintiff, the relator, is entitled to the relief prayed for, and a peremptory writ is allowed, compelling the board of education of Cuyahoga Falls to grant the proper order, and that the clerk and president of the board sign it in the proper manner, and that upon presentation to the treasurer of the board, that he shall pay it.

As soon as the opinion of Judge Kohler was rendered the board

proceeded to organize. The salaries were all paid and Supt. Schnee was reelected for three years. As he declined to accept for so long a term, the board reconsidered its action, and elected him for two years.

At the opening of school this fall three "deadlocks" were in existence at London, New Lexington, and Salem. The appeal to the county commissioners in each case resulted in the election of the former superintendent and it is with pleasure that we extend our congratulations not only to Superintendents Schnee, MacKinnon, Fowler, and Hard for their merited vindication but also to the county commissioners who so justly and fearlessly performed their duty.

THE SOCIETY OF PSYCHOLOGICAL AND PEDAGOGICAL INQUIRY.

In accordance with a resolution passed at the last meeting of the society, we make the following statements as to its objects and the conditions of its membership:

1. It is the aim of the members of the society, first of all, to become sincere students of education. The literature of education is large, but in that literature there are only a few works or articles of supreme intellectual value. It is our aim to find out these few, to read them, and to understand them.

2. The members of the society are expected to be students of psy-

chology, both in the larger sense, and in its special application to education. A particular subject of study will be selected each year, and reference lists made to the great thinkers who have discussed that subject. It will be our aim to avoid intellectual narrowness, and to study able contributions to any side of any subject.

3. As the name of the society implies, its members are expected to devote a part of their time to original observation and investigation. This may take the form of child-study, or it may be an investigation of any problem in psychology or pedagogy.

Papers or reports on special lines of inquiry will be presented at each meeting.

4. Recognizing that an ample intellectual outlook can only be gained by familiarity with great books in various departments of thought and knowledge, it will be our purpose each year to study the writing of some great thinkers outside the special fields of psychology and pedagogy.

The membership of the society was at first limited to twenty-five. At the last meeting this number was extended to fifty persons. Persons sympathizing with our objects and agreeing to do the work prescribed, should send their names to the executive committee. If approved by that committee, such

persons will become members of the society.

E. S. COX, Pres.,
J. J. BURNS,
DELIA L. WILLIAMS,
E. A. JONES,
Ex. Committee.

A PLAN FOR INSTITUTE WORK.

It is reasonably safe to premise that the following plan of Institute Work will not immediately meet the approbation of all, but that by many, it will be treated with indifference if not with a feeling more nearly resembling hauteur. The writer will be quite satisfied if he interests the few and leads them to consider carefully the plan proposed, or a better one. It is not the purpose of this article to criticise the existing order of things, but rather to suggest a possible improvement.

No argument is needed to convince thoughtful teachers that the onus of Institutes, as at present conducted, rests upon the instructors—while those who listen are but passive recipients. This is true of every lecture, or series of lectures. Lectures may be entertaining, but they fail to become specially instructive unless the hearer, by his own efforts, takes the material furnished and makes it his own by a process of assimilation. The conditions that lead to the highest value of a lecture, however, are previous preparation and subse-

quent further investigation. These conditions stimulate both speaker and hearer and tend to eliminate largely the mere tinsel. Teachers derive too little of permanent, positive good from our institutes: not because the instruction is not of a high order, but rather because they themselves have not by previous preparation prepared the soil for the seed sown. Time was when our Sunday Schools did not provide any systematic plan for an intelligent study of the Bible—but each teacher was left to himself to devise whatever plan he desired. There were, also, peripatetic Sunday School workers, who came in now and then and enlivened the exercises with an address abounding in witticisms—and the inspiration thus afforded was supposed to keep the school at high tide till the next visit. But times have changed and we now have the international lesson series by means of which all teachers and pupils are enabled to study systematically and consecutively. It seems to me that, as a state, we might adopt a plan for institute work which would be to this work what the international lesson series is to Sunday Schools.

Some such plan as the following could be easily executed: Let it be understood, as illustrative of the plan, that the major study for the institutes of next year will be Geography—History, if thought best,—not the only study, perhaps, but the major,—and let the State

School Commissioner appoint a committee to prepare a syllabus on this study. This committee ought to be composed of five or seven teachers who have special fitness for the work, and the work can be subdivided among them according to their inclination and aptitude. Such a committee would prepare a syllabus that would be far more than a mere superficial outline, and that would suggest topics for investigations that have hitherto been comparatively unknown to many teachers. As an integral part of the syllabus they would suggest sources of information—books, magazine articles, and official reports—all having direct bearing upon the phase of the subject under consideration. This syllabus—prepared in a most careful and comprehensive manner—becomes the plan and specifications guiding the builders in their work for the entire year. Suppose it could be published at the Christmas vacation, and distributed among the teachers of the State—the county organizations assuming the small expense of publication—then all could devote the remainder of the year to preparation for the ensuing institute—whereas, at present, teachers are often uninformed as to the instructor's subject until it is announced by the presiding officer. Under such a plan all would come to the institute with more definite notions as to the work to be done, and the query-box would be rele-

gated to oblivion, for no box would have sufficient capacity for all the queries.

Certainly, this plan would not preclude special work, primary work, drawing, music and the like, but would tend to stimulate interest in the entire programme.

At the close of the institute the syllabus on another branch, Civil Government, let us say, will be distributed, prepared by another committee, and this becomes the major study for the succeeding year.

Carry such a plan through all the branches, from year to year, and we shall have a body of teachers thoroughly conversant with the studies they teach, and Ohio will exhibit a rate of progress that will surprise even ourselves.

The plan is surely not visionary, for we strive to impress upon our pupils every day that that education only is permanently valuable which they gain through their own exertions; and what is true of our pupils is true of ourselves. It is just this principle that this plan contemplates. These various committees might very profitably act in unison with the Reading Circle Committee—and conferences with the State Board of Examiners would also prove helpful.

Among the advantages of such a plan may be named the following:

It would shift part of the responsibility of institutes from institute instructors to the teachers. It would give greater point

and interest to institutes. It would encourage more accurate scholarship. It would give an increased impetus to professional teaching. It would produce a demand for school libraries. It would increase the membership of the Reading Circle. Work rather than entertainment would become the test of the success of our institutes. F. B. PEARSON.

DAVID C. ARNOLD.

The subject of this sketch who died in Colorado Springs, Colorado, within the last school year, was recognized as one of the leading and most successful educators in the field of school work. Honest toil, and a close application led him to the eminence which he attained and enjoyed until his life work was ended. His last few years were made very miserable by the illness which led to his death.

The writer was a close friend of the deceased; at one time a pupil, then assistant teacher under his guidance. His life was one that to emulate would be to rise, to progress, and had he been spared to a ripe old age, his future must have been one of triumphs in the walks of life.

During his illness, and about a year previous to his death the writer enjoyed a long talk with him in his study in Lancaster, O. The subject turned to his illness, which he realized would soon prove fatal. He expressed his feelings as to the

coming end, which were embodied in the following poem, on the next day:

"PROSPECTIVE."

DEDICATED TO MY DEAR FRIEND AND BENE-
FACTOR, DAVID C. ARNOLD.

And so beside the Silent Sea
I list today.
Full soon to know that I am free
From Life's dark fray.
I 'wait the spectre ship of death
That soon shall come with muf-
fled oar,
To free from this poor clay the
breath
And bear me to that distant shore
To be for aye.

Fond hopes of "Greatness" all are
dead.

Ah weak am I.
The dreams of youth and man all
fled

In years gone by.
Naught but that long unmindful
sleep,
Can drown the sorrows I must
bear,
Deep in my breast those secrets
keep,
Until at last I go to share
Sweet rest on high.

I know not when the veil shall light.
Perhaps tonight.

My soul shall to its Maker drift.
In rapturous flight.

No harm can come from Him to
me,

Nor aught but joy and peace and
love,

When His all-glorious face I see,
And with the angels dwell above,
In Heavenly light.

The "Greatness" he spoke of, he
had attained. His achievements
in the noblest of professions, stamp

him as one who had reached the
goal to which his youthful mind
aspired.

Long will his name be held in
sacred memory by the teachers of
Fairfield county, who were his im-
mediate associates, and who en-
joyed with him the fruits of his
labor.

A. F. HUMMEL.

Sugar Grove, O.

HARRY H. SHIPTON.

The friends of Supt. Harry H. Shipton have been grieved by the announcement of his death at the home of his parents, Mr. and Mrs. W. A. Shipton, near Uhrichsville, Ohio. The cause of education has lost one of the most efficient and promising young educators in the state. Upon his return from the recent annual meeting of the National Educational Association at Buffalo, N. Y., and a visit to Niagara Falls and Chautauqua, he spent his vacation at the old home-
stead and was sick but a few days. As various complications devel-
oped in his brief illness, the cause of his death is not fully understood.

Twenty-nine years ago, on a farm near Uhrichsville, Tuscarawas County, Ohio, Mr. Shipton was born. He grew to manhood in a model Christian home. In his childhood and youth he acquired the habits of economy, industry, love of learning, and respect for religion. In 1885 he was the valedictorian of his class in the Uhrichsville High School and after

completing the scientific course in the Ohio Normal University at Ada, he entered the University of Wooster and graduated in the classical course in 1893. As a student he was diligent, honest, thorough, and talented. He took up a subject with a view to mastering it. He was a man of attractive personal appearance, pleasing manner and address, fine social graces, and had no questionable habits.

He was an active member and worker in various local, state and national educational associations. He was a member of the Odd Fellows and Masonic fraternities. He has always been a faithful and consistent member of the Presbyterian Church.

But it is in his career as a teacher that the readers of the *Monthly* are specially interested. At the time of his death he was probably the most competent man in Ohio to deal with the various problems connected with our township schools. For eleven years he had given the township schools his careful study and devoted labors. His work at Maple Grove, Winfield, and Groveport shows what may be done by a man whose heart and brain are in his efforts. For the last three years he has been superintendent of township schools in Franklin County, having last year twenty-seven schools and one high school under his supervision. For the coming year he had been

chosen superintendent of the Groveport schools.

Mr. Shipton was an ideal school worker. He was intensely in love with his work and won the hearts of his pupils and patrons. He not only mastered the philosophy that underlies educational practice but he was able to work out the details that underly the management and organization of schools. He had worked out most admirably a practical course of study and rules and regulations for township schools. He was an able writer for our educational journals. He was honest and thorough in everything he did. Though his life was short, he had equipped himself well for his work and made himself an efficient, a useful, and a worthy man.

CHARLES HAUPERT.

FIELD NOTES.

—After the September *Monthly* was printed, the sad news reached us of the death of H. H. Shipton of Groveport, author of the article on *School Organization* which appeared in that number. In accordance with an agreement made with him a copy has been mailed to each township superintendent in the state, and it is believed that much good to the country schools will come from a careful study and application of the suggestions contained in it.

Mr. Shipton was earnest and en-

thusiastic in his work for the country schools and his untimely death has cast a gloom over the entire community in which he had labored so faithfully the past three years in the capacity of township superintendent, as well as in Groveport where he had been elected to the position of superintendent of schools. In this number will be found a short sketch of his life by his intimate friend, Supt. Haupt. W. H. McFarland has been elected to the position made vacant by his death.

—Prof. Frank S. Fox has severed his connection with the School of Oratory in Pittsburg, and has moved to Columbus where he has established the Columbus Capitol School of Oratory.

—Jonas Cook, at one time superintendent of schools at McArthur, Ohio, and afterward at Harper, Kansas, for six years, has moved to Boulder Valley, Montana, where he will teach the coming year.

—President W. O. Thompson of Miami University, Oxford, Ohio, has issued some very interesting and important announcements for that institution for the coming year. Each year finds the equipment better, and the number of students larger, and the many friends of "Old Miami" feel greatly encouraged. Dr. Thompson grows stronger each year with the teaching force of the state who are al-

ways delighted with his excellent, practical addresses at institutes and associations.

—A. A. Prentice who has had charge of the schools at Rock Creek for several years, is now superintendent at Newton Falls.

—Supt. F. F. Main of South Charleston reports "free textbooks" as very satisfactory in his town.

—Miss Kittie M. Smith, formerly principal of the Marion high school, after serving for seven weeks, at the close of last year, as principal of the Warsaw, Indiana, high school, was unanimously reelected for the present year at an increased salary.

—Dr. Samuel Findley was recalled to the Christy School of Methods in Ashtabula county the past summer where he did most acceptable work. He also filled engagements in two counties in Illinois.

—F. S. Alley, for several years superintendent at Ripley, Ohio, now has charge of the schools in Dayton, Kentucky.

—A compromise has been effected in Bowling Green, and Supt. Haylor will remain in charge of the schools another year.

—The Jefferson township, Madison county, board of education have taken an advanced step in making arrangements to grade the schools of the township, and place

them in line with the Jefferson high school. W. J. Beyerly is the chief promoter of the idea.

—We take great pleasure in calling attention to the success of another "Buckeye" in the "Wild West." J. F. Keating left Conover, Ohio, in 1893 to take charge of the schools in Aspen, Colorado, where he remained for two years. He was then promoted to the superintendency of the schools at Central City, and at the end of the year was reelected at a salary of \$1500. On July 29 he was called to the superintendency at Pueblo at a salary of \$2500, and has now entered upon his work in that city.

Supt. Keating graduated at O. W. U., Delaware, in 1892, and is well equipped for his responsible position.

—The secretary of the Clinton county institute writes that while the enrollment was small, those who did attend were greatly benefitted by the excellent instruction of Prof. Roark of Lexington, Ken., Supt. Dyer of Madisonville, O., and Prof. Davis of Wooster, O.

The editor fully appreciates the kind reference made by the secretary to his own talk, but asks leave not to print it.

—The Champaign Co. Teachers' Institute was held during the two weeks beginning July 27, closing August 7.

The following instructors very ably assisted in making it a great

success: Supt. J. P. Sharkey, Eaton, O.; Supt. C. C. Miller, Lima, O.; Prof. E. W. Wilkinson, Cincinnati, O.; Prof. D. A. Hartzell, Mechanicsburg, O.; and the Misses Josephine Woodcock and Joan Voss of the Urbana public schools, who lectured and also gave actual class work.

The following officers were elected: *President*, S. D. Harmon, Millerstown; *Secretary*, P. L. Clark, Urbana; *Executive Committee*, W. McK. Vance, Urbana, 3 years; S. H. Layton, Mechanicsburg, 2 years; V. H. Gibbs, Springhill, 1 year; *Secretary* O. T. R. C., Emmet T. Zerkle, Crayon. The Institute favors one week next year, to be held later in the year.

—No county examiner in the state has done more for the schools of his county than Supt. R. W. Mitchell of Celina, and his reappointment is a just recognition of his excellent services.

—D. H. Wade of Haverhill has moved to Springville, Ky., to take charge of the schools in that place.

—D. C. Meck, principal of the Mansfield high school, has been appointed examiner in Richland county.

—We are under obligations to Supt. M. J. Flannery of Jamestown for a copy of his new manual.

—Carroll County closed a very successful meeting at Harlem Springs August 28. Dr. C. W.

Bennett of Piqua, O., gave the teachers very wholesome instruction. His work was well received.

L. I. Handy of Newark, Del., gave very interesting lectures. His evening lectures were specially entertaining.

Little Carroll hopes to have about 100 readers of the O. T. R. C. out of 125 teachers required to supply the schools.

—Treasurer Shawan reports the following as having paid the membership fee in O. S. T. A. since its adjournment: H. D. Grindle, Montpelier, Williams County; M. R. McElroy, Wooster, Wayne County. *Next!*

—Loudonville graduated a class of twenty at their last commencement—thirteen boys and seven girls.

—The committee of the Allen County Teachers' Institute have published a very neat pamphlet of fifty pages containing a report of the proceedings of their last session.

—C. M. Lehr of Loyal Oak writes that township supervision is growing in Summit County. Seven townships are under supervision, and a regular organization has been effected.

—"Outline of Civics and History for Elementary Schools" prepared by Supt. L. H. Jones of Cleveland, Supt. H. M. Parker of Elyria, and Prof. H. E. Bourne of Western Re-

serve University, a special committee of the Northeastern Ohio Teachers' Association, is a very valuable document, and should have a wide distribution.

—Prof. E. S. Loomis of West High School, Cleveland, did very acceptable institute work in Richland and Hocking counties.

—Supt. John E. Morris of Alliance has our thanks for a copy of "Hand Book of the Public Schools" of that city.

—We clip the following from the *Springfield, Iowa, New Era*:

The high school began last Monday with an extra full attendance, many from the country, as well as from the town enrolling.

In Professor Milligan they have a whole host and one who is a veritable guarantee of the excellence of the work which will be done.

Mr. Milligan is an Ohio boy, and we are glad to note his success.

—P. B. Tomson, who has for the last three years successfully superintended the schools of Shalersville township, Portage county, is now engaged as superintendent of the schools of Freedom township, the same county. By his untiring efforts six pupils were graduated under the Boxwell law last year—no failures.

—Supt. Guinther of Galion is making an excellent start in his new work to which he has been promoted from the principalship of the high school. The enrollment

of the high school at the opening in September was one hundred and twenty.

—We are indebted to F. B. Pearson of the Central High School, Columbus, for a copy of his translation of *The First Georgic of Vergil*, reprinted from the *Post-Graduate and Wooster Quarterly for July*.

—H. M. Linn of the Sandusky high school was very unexpectedly pressed into the service as institute instructor in his native county of Muskingum at the last session. His work was so well done that he has already been reemployed for next year.

—The schools of Rockford opened September 14 with the largest enrollment in their history. The first exercise was the raising of the Stars and Stripes accompanied by the singing of "America" by the entire school. Supt. Stahl is doing excellent work in these schools.

—The Round Table meeting of the superintendents of western Ohio will be held in the parlors of the Phillips House, Dayton, on Thanksgiving evening and Friday following. Program may be expected November 1. This meeting promises to be a very good one.

—The Western West Virginia and Eastern Ohio Superintendents and Principals' Round Table will meet at Marietta, October 15, 16 and 17. Supt. Boyd and his teach-

ers know how to entertain visitors, and all who attend may be certain of a pleasant and profitable time.

—The Marion schools opened under the supervision of Arthur Powell with an enrollment of 1854 pupils, 187 being in the high school.

—A meeting of the Northeastern Ohio Teachers' Association is announced for Canton, October 24.

—The following program was carried out at the first Bi-monthly Meeting of the Mercer County Teachers' Association held at Celina, September 26. It plainly indicates that Mercer is alive to the best interests of all her schools.

Graded Country Schools:
 How to Secure them.....Supt. I. W. Stahl.
 The Course of Study.....Supt. R. W. Mitchell.
 The Daily Program.....Prin. W. H. Thoms.
 The Township High School.....
 Practical Workings.....Mrs. J. A. Hunter.
 Address—Our American Poets.....W. L. Bolton.
 Inaugural—The Country School, Its Mission
 and Needs.....Pres. S. Cotterman.
 Address—The Reading Habit.....Supt. J. J. Burns.
 Reading Circle Studies.....Supt. T. W. Shimp.
 A Comparison of the Common School Sys-
 tem of Germany and America.....Joseph Oppenheim.
 Township Institutes.....Co. Pres. R. G. Clark.

—Columbus High Schools start out with 1739 pupils. Let us hear from other cities of the same class. What do Cleveland, Cincinnati, Toledo and Dayton show?

—J. H. McGohan remains in charge of the school at Camp Dennison another year at an increased salary.

—The Eastern Ohio Teachers' Association will hold its annual session at New Philadelphia Friday and Saturday following Thanksgiv-

ing. It is expected that the attendance will reach 1000.

—Supt. Henry G. Williams of Bellaire is taking hold of his new work in a way that insures success. The enrollment the first week reached 1511.

—C. W. Wright, who was elected superintendent at Racine in 1895 over eighty-eight applicants, still continues in charge of the schools at that place.

—The Southeastern Ohio Teachers' Association will meet in New Lexington, October 30 and 31. In addition to the inaugural address of the president, Prof. D. J. Evans of Athens, the following subjects will be discussed: "Literature in Education," "Primary Reading," "The Bearing of the Teacher's Work on the Perversion and Development of His Character," "Rational Instruction," and "Institutes." The Annual Address will be delivered by President Canfield of O. S. U.

—The Martins Ferry schools, under the supervision of W. H. Stewart, opened with an enrollment of 1350 pupils, 130 being in the high school. The large attendance necessitated the employment of three additional teachers. Edward D. Meek has charge of the high school.

—S. H. Maharry, who has been so successful in his work as principal of the Centerburg schools for

several years, has been promoted to the superintendency at Millersburg. Supt. Maharry holds a high school life certificate, and is in every way equipped for his work. C. M. Swingle is principal of the high school.

BOOKS AND MAGAZINES.

American Book Co., Cincinnati, O. Legends of the Middle Ages by H. A. Guerber, author of "Myths of Greece and Rome," etc.

Narrated with special reference to Literature and Art.

The Story of Greece by same author. Can be used for supplementary reading, or for text-book for young people.

Eclectic English Classics—Autobiography of Benjamin Franklin, The Princess, A Medley by Tennyson, *Homer's Iliad*, (Books I, VI, XXII, XXIV.) Translated by Alexander Pope.

Stories of New Jersey by Frank R. Stockton. A series of historical incidents so arranged as to give an impressive idea of the settlement of the state, and the manner and customs of the people.

German Publishing House, Cleveland, O. Idiomata Linguae Latinae. By Prof. Joachim C. Mueller. Price 25 cents.

Ginn & Co., Chicago, Ill.:

A Practical Arithmetic by G. A. Wentworth, A. M.

The book contains but few rules which are not intended to be com-

mitted to memory, and always follow explanations of processes. Decimal fractions are introduced before common fractions. Domestic Exchange is treated of under Bank Discount, while Foreign Exchange is placed in the Appendix. Mailing price 75 cents.

Houghton, Mifflin & Co., Boston, Mass. . Tennyson's Lancelot and Elaine, and other Idylls of the King. Edited by William J. Rolfe.

Talks on Writing English by Arlo Bates. These *Talks* were given in the autumn of 1894 as a course on Advanced English Composition in the Lowell Free Classes.

Lowell Leaflets--Poems and Prose Passages from the works of James Russell Lowell—for reading and recitation.

Frank V. Irish, Columbus, O. American and British Authors. Contains discussions of their writings, portraits of leading American authors and pictures of their homes; biographies of both American and British authors with choice selections.

A very prominent place is given to America's most famous educator, Horace Mann.

The book is well adapted for use as a text-book in schools, and also for the home, and societies for young people. It contains 344 pages, and sells at \$1.25. For introduction, \$12 a dozen prepaid.

Werner School Book Co., Chicago:
The Werner Introductory Geog-

raphy by H. S. Tarbell, Superintendent of Schools, Providence, R. I.

The book is inductive in the earlier parts, but mainly deductive in the later.

The Werner Grammar School Geography, Part I and II by same author.

Part I is a volume of text, and Part II a volume of maps and illustrations. The chapters of the text are grouped in three divisions—Preparatory, Descriptive, and General and Comparative. Special attention is given to the United States and Europe.

The Werner Arithmetic by Frank H. Hall. Oral and Written for Third and Fourth Grades.

Primary Lessons in Human Physiology by W. E. Baldwin, M. D. Intended for a beginning book for children. Price 35 cents.

Hegel's Educational Ideas by William M. Bryant, M. A., LL. D. Price 60 cents.

The Story of Henry Clay for readers in primary grades. Price 10 cents.

Determinants by J. M. Taylor, professor of mathematics in the University of Washington. Designed for High Schools and Colleges. Price 50 cents.

The Greene School Music Course—Book Three. A condensed, but complete music course for Primary and Grammar Grades. Price 40 cents.

The Century for October contains "A Study of Mental Epidemics" by Mr. Boris Sidis which has a close bearing on American affairs past and present.

The "Life of Napoleon" by Prof. Sloane is brought to a conclusion in a dramatic chapter on "The Eclipse of Napoleon's Glory." Several other serials are also completed.

The October St. Nicholas is a very full number, the table of contents showing more than thirty contributions. The following are of special interest: "The Fire on the Water," "The True Story of Marco Polo," "Good Little Miss and Master," and "The City of Stones."

The Arena for October contains a fine Frontispiece of George Fred Williams, and articles on sixteen different topics. "Silver—A Money Metal," "Municipal Reform,"

"Dual Suffrage" and "Between Two Worlds"—a serial—are among the most important.

The Contents of the *October Number of Harper's* includes the following among many others of equal importance: The first chapters of "The Martian," a novel, by George Du Maurier; "Electricity" (in the Great American Industry series), edited by R. R. Bowker, with twenty-four illustrations, and "The Vigil of McDowell Sutro," a story, by Brander Matthews.

The Atlantic Monthly for October contains many very interesting and valuable articles. "Five American Contributions to Civilization" by Charles W. Elliott, "The Political Menace of the Discontented," "'Tis Sixty Years Since" at Harvard by Edward Everett Hale, and "Men and Letters"—A new department—are worthy of special notice.



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RECOLLECTIONS OF RIDGEVILLE SCHOOL.

BY W. H. VENABLE.

In the October number of the "Monthly," I tried to restore the fast-fading picture which memory retains, of the log school house in Ridgeville, where the gray-haired preceptor, Linus Williams, kept school. The old cabin was torn down in 1846, when a brick building was put up, about a quarter of a mile east of Ridgeville, in a corner of Riley's woods, for the better accommodation of the children of the district.

To the best of my recollection, Charles W. Kimball, a discreet and efficient Yankee schoolmaster, was the first who taught in the new school-house. This excellent man subsequently won deserved reputation in Springboro where he conducted an academy of local renown, and he was called, later, to Lebanon, to superintend public education in that town when the system of union schools was established.

When Kimball made his advent in the Ridgeville neighborhood, a young scholar fresh from a New England college, he at once became the theme of conversation in every farm-house. All the countryfolk and every villager commented on the Eastern stranger, his demeanor, dress, peculiar Yankee accent, and, above all, his mode of getting acquainted with people. His staid and dignified bearing, his courteous suavity and scholarly conversation, made a favorable impression on the folks among whom he had cast his lot, and Kimball was respected as a gentleman and pronounced a prodigy of learning and a model of propriety in conduct. To certain of his younger pupils, myself in the number, he seemed a being of supernatural quality, not subject to ordinary human needs and perturbations. I remember how my

illusory conceptions of him were surprised and corrected, when, one day at the noon recess, I happened to see him in the act of eating bread and butter, also a piece of custard pie. I think I feared him less and loved him more, on coming to realize that he, like other mortals, needed food,—that he was not so godlike as to slight custard pie. However, there was something impersonal in his personality, which prevented familiar approach, even at the lunch hour, and at all times held the boys and girls in tempered awe of him. Strict though just, in discipline, he was not to be “fooled with” by the boldest boy or the biggest girl. I was myself overtaken in misdemeanor by his vigilance, with consequences mortifying to my pride. The inexorable Charles compelled me to stand, for an hour, on the top of a desk, holding out a string, with a pin hook tied to it, with which tackle I was detected angling under the seat for Albert Cornell’s bare toes. “Why, Willie,” remarked the master, ironically, as, with hand on my collar, he helped me to a standing posture, “I thought you had caught a mackerel! Mount up here and show the scholars your hook and line.” I vowed in my indignant heart, while serving out my term of punishment, surrounded by grinning lads and tittering girls, that as soon as I grew to be a man, I would waylay and possibly murder Charles

W. Kimball; but years brought the philosophic mind, and I learned to relent.

There is a balm for every bruise, and the day came,—it was the last day of a school year,—in which my humiliation was partially counteracted by an unexpected elation of soul. I carefully cherish to this day, a token of Mr. Kimball’s favor, a pictorial “Reward of Merit,” about the size and shape of a bank-bill, printed in colors, red, blue and green, and inscribed with the words “The bearer has by diligence and attention, excelled those of his class in, and merits my esteem. Chas. W. Kimball, Instructor.” The decorative designs embellishing this script, represent a bale of merchandise in the foreground, a warehouse in the background, and a ship in the distance where blue sky and bluer ocean blend. The precious note does not specify in what branch of study or line of conduct the “bearer” “excelled those of his class,” but I trust this error of omission does not invalidate the paper.

Charles Kimball was succeeded in the Ridgeville school, by his cousin Justin, who, I think, came from New England in response to some invitation or offer, made in advance by the school trustees. The name Justin, invested him with a certain stateliness, in my youthful fancy, because it brought to mind the Emperor Justinian, of whom I

had heard my father read from a thick volume of Roman History. There was nothing in the new schoolmaster's physique to suggest Roman prowess, although his firm courage and strong will might have won the applause of Cato. Focusing the rays of recollection upon Justin Kimball, I see his image, as he appeared standing beside his desk, on the small dais at the end of the school-room, a neatly-attired, slender young man, with a face pale as marble. I vividly recall two very different scenes, in both of which he was the chief figure: his part in the first scene was active and aggressive, in the last, passive but heroic.

The boys conspired together, just before Christmas, to test the mettle of the yet untried, pale Yankee, by barring him out of the school house, and, by defensive warfare, holding the fort against every assault, until the teacher promised to treat the garrison to cakes, apples and cider, according to established custom. But imperial Justin had his own views of dominion and the relations of subject and sovereign. Finding the door and every window barricaded, he did not pause to parley, but, procuring an enormous rail from a stake-and-rider fence, managed somehow to mount it on his shoulder, and rushing amain with this battering ram, crashed the door open, and, springing, like a lithe tiger, into the room, took his place

as usual, on the platform beside his desk demanding "order," and order was.

This display of physical force, accompanied by so prompt and stern an assertion of will-power, left none of us boys in doubt as to who was the commander-in-chief. It is in the nature of men to admire mastery and to enjoy obedience under a firm ruler. The spirit most capable of governing others, is first to recognize and applaud a true captain, who carries in his face the credentials of authority. The big boys of Ridgeville school sought no further occasion to oppose the quiet gentleman in whose velvet scabbard slept a sword so swift and strong.

Justin's pupils admired their teacher's reserved energy, and a day came, in which they learned to estimate his fortitude as highly. Why was the man so wan and cadaverous? The whisper went that he was the victim of a pulmonary disease. This report caused some curiosity among the boys, but awakened no special concern or sympathy, because no one realized what it meant. I remember as distinctly as though it had happened yesterday, the dramatic and shocking scene witnessed on a bright summer forenoon, by the assembled school,—a scene in which Kimball was the suffering actor. He had come to school that morning, looking more than usually haggard. The hours crept slowly by,

an unwonted quietude pervaded the school, the master was ominously silent, and many an eye furtively followed his movements as he paced his customary rounds, up and down the aisles of the room. There was something oppressive in the constraint of the hour. By and by a tall girl rose from her place and went up to the master's desk, holding in her hand a goose-quill to be made into a pen. I have since associated the tall girl with Miss Squeers who asked Nickleby to mend a pen, and make the nib as "soft as possible," intimating "that her heart was soft, and that the pen was wanted to match." Our schoolmaster, like Nicholas Nickleby, took the quill and, opening a small, sharp knife, began to fashion it as desired, while he resumed his slow walk down the wide middle aisle which divided the boys' side of the room from the girls' side. My seat was close to that aisle, and I could not avoid seeing the pallid teacher step to a point near my desk, where he suddenly came to a halt and stood motionless as a statue. A stream of crimson gushed from his lips and fell reddening the floor. He tried to staunch the blood with his handkerchief. I did not at the moment understand that a hemorrhage of the lungs had taken place. The ghastly vision appalled me; I turned sick and faint. But the calm self-possession of Kimball did not forsake him, nor did he make

any appeal, by word or sign, for assistance or sympathy. When the bleeding subsided, he returned to his desk and would have finished making the pen, as if nothing extraordinary had occurred. However, some of the older pupils had the prudence to go for Doctor Keever, and our resolute young teacher was induced to dismiss school for the day, and go to his lodging for rest. Not long after the alarming experience of the occasion I have described, Justin Kimball went south, where he recovered his health, and entered the profession of law. I remember very little concerning his method of teaching, or what he taught me from books, but I regard the two object lessons just mentioned as being among the best which example, conscious or unconscious, could impart,—the first illustrating manly doing, the other, manly endurance. When he besieged the school-house and conquered his own rebellious subjects, I honored his pluck and rejoiced in his just victory; when he bled without complaining, and stood at his post of duty, though fainting from weakness, I would have given my life to prove my devotion to him.

For a season the Ridgeville school was taught by an irascible gentleman whom I shall call Mr. Miller, but who was styled by those to whom he stood in loco parentis, "old Miller," not because he was advanced in years, but because he

was disliked on account of the harshness of his discipline. Doubtless he was a moral and religious man, endeavoring to do his work "with firmness in the right as God gave him to see the right," but I am bound to admit that I shared the common prejudice against him, if it was a prejudice, believing the alleged charge that he was violent and even cruel in his punishments. Perhaps it was owing to the common sentiment that I fancied old Miller had a pique against me. He was the only teacher that ever struck me a blow, and perhaps that is one reason why I remember him so well. It is a law of psychology that the "fresher and more energetic the general vital process the better may things be learnt and impressed." I had gone to an evening spelling-school, with two or three other lads, and no sooner had we entered the door, in a very happy mood and perhaps noisily buoyant, than the pedagogue, with astonishing promptness, seized me by the collar and gave me half a dozen sharp cuts with a hickory switch, an "energetic vital process," which quickened my sense-perceptions to a degree! He impartially castigated the other fellows in the same swift style, none of us knew why. It may be that in his judgment we "deserved" the rod. Possibly he was in passion which he could not control, or he may have visited his wrath mistakenly on the wrong persons. For my own part, I did

not feel in the least to blame. I have had about fifty years to reflect on the unpleasantness of that evening, and thus far I cannot find in my sinful heart the smallest grain of gratitude to old Miller for doing his duty by me. The more I ponder the event, the less do I justify the gentleman's precipitate rigor, and the feebler grow my compunctions for having joined in a conspiracy which plotted to bar him out of Christmas, and succeeded in the dark design.

Poor Mr. Miller, what a mistake he made when he antagonized the whole school, even the gentlest of the girls! On a certain heavenly morning in early June, a timid little maid entered the school-door, wearing a fresh, white rose in her hair. This, when the master saw, he snatched from its fastening and flung out of the window, saying, "Have you no more sense than to bring flowers to this school?" The gradgrind philosophy had an exponent in this well-meaning but mistaken man. If he is still living, and should chance to read these reminiscential lines, I candidly invite him to visit me on Mount Tusculum and to explain why he was so "mad" that evening at the spelling-school. I wish him well, and am willing to own that I learned of him at least one very valuable part of school-management, namely, How not to do it.

I am not likely to forget Mr. John Bizer, a dark-haired, black-

eyed, witty and sarcastic man who taught the school not long after the passing of the Kimballs. He boarded, I know, at Doctor Keever's, as did most of the teachers in the period of which I write. Bizer must have been a very agreeable man socially, for he was on familiar terms with the people of the best culture, in the district. As a teacher he was alert, versatile and ingenious, but some brought against him the accusation that he gave more of his attention to private studies than to the labors of the school. Perhaps he was reading medicine or law. Be that as it may, he was a competent instructor and made his pupils learn, not so much by compelling them to memorize lessons as by lavishing upon them the lively contents of his own mind. The maxim "Never tell the pupil anything which he can find out for himself," was disregarded by this teacher, who told us a thousand things we should not have known how to find out. One of the expedients by which he troubled the stagnant waters of routine, was this: A few minutes of each day were devoted to the simplest oral instruction in Latin and French, not as task-work, but only for fun. When the combined reading classes stood up to spell, forming a long line stretching the whole length of the school-room, and each member of the class beginning at the head, called out his number, in order, instead of saying

First, Second, Third, etc., we were drilled to say Primus, Secundus, Tertius, or, Un, deux, trois, quatre, and so on. The excitement produced by Mr. Bizer's instruction in foreign languages, ancient and modern, was phenomenal, and approximated to rapture. Furthermore, the exercise was regarded as humorous in the supreme degree, for what could be more comical and laughter-provoking than that q-u-a-t-r-e spelt "cat," and meant four, and that *nine* in English was, according to our French, "nuf," a word which we made believe was a contraction of *enough*.

Unaided by written or printed records, I am unable to fix the date of the year in which Coates Kinney, our great Ohio poet, had charge of the Ridgeville school. His administration was some years prior to the publication of his first famous poem, *Rain on the Roof*, which appeared in 1849. In view of Kinney's international reputation and acknowledged genius, any facts concerning his early career as student and teacher, will probably interest the public.

While yet a youth in his later teens, Coates Kinney lived, for a year or two, with his father's family in a farm-house situated on land almost adjoining William Venable's place, two miles east of Ridgeville. No vestige of the Kinney residence now remains, excepting the old well surrounded by a wooden curb. I take the liberty of here

transcribing a few familiar notes, furnished me, some years ago, by the poet himself, who, I am sure, will pardon his friend and pupil for using private letters as "literary material." It is not my fault, but his, that they always are literary material finished in a style which paraphrase can only spoil.

"We moved," so ran the notes, "from Springboro to Waynesville in 1842, I think. From there to a little old house on the road from Waynesville to Ridgeville, near your father's farm, you remember. Here I went to school one term, or a part of the winter, at Ridgeville, with your uncle, Bill Baird, to a man by the name of Pettit. I went to study arithmetic. But my old incapacity to take anything from a teacher was still upon me. Pettit could not get at the reasons of the operations; and nothing but the uttermost analysis of every process would satisfy me. I couldn't go forward a step without knowing exhaustively every wherefore there was in it. I gave up asking Pettit's assistance, and took the arithmetic home of nights and studied it so hard and long, all by myself, that the meanings of all the calculations gradually unfolded themselves till they satisfied my intellect (remember it was before the days of analytic text-books), and I believe that I then could have written an arithmetic as good at least as the one I used."

This is Kinney's graphic account

of how he learned arithmetic. Teachers will thank me for quoting another passage from his personal memoranda, relating, with no view to its publication, the story of his conquest over English grammar, while working in the woolen-factory of Josiah Wright, at Springboro. I copy from Kinney's off-hand jottings with a lead pencil:

"I was tender of the carding-machine. My functions were to spread the wool on the feeder and take away the rolls at the other end. I began the study of grammar in the woolen-factory. Nobody could show me. I bought a Kirkham's Grammar. I did not know a noun from a verb. I put the book on the window-sill near the feeder. I would spread on the wool; then I would watch the book and take in a passage. With this in my mind, conning it over, I would start for the other end of the machine to take out the rolls. By the time I returned, I had committed the passage, or parsed the word, I was on. So, inside of three months, I was as good a grammarian as could be made out of Kirkham's Grammar. But many things were incomplete in that little humbug of a grammar. I was not at all satisfied. I got Goold Brown's and went to work in that."

Such were the methods of study practiced by an eager student destined to become a thorough and accurate scholar in five or six languages, and one of the few masters

of style in prose and verse. I have quoted more about Kinney the learner, and his habits of study, than I shall say of his methods of teaching. He went to school to Charles Kimball, at Springboro, and managed his pupils, at first, according to the general theory and practice of that esteemed authority. Owing to the fact that his favorite pursuits were literary, and his thoughts much preoccupied by poetry, he naturally laid much stress on the importance of reading the standard authors, writing compositions, and reciting choice selections from the famous poets. Under his zealous compulsion, I committed to memory many long pas-

sages from Byron's "Childe Harold," which, though I did not comprehend at the time, have since been a source of perpetual pleasure to me, and were so well fixed on the pages of my brain that I retain every syllable to this day. Among the chosen extracts were the stanzas on Waterloo and those describing the battle of Talavera; also the splendid lines on Athens and the noble apostrophe to Rome,

"The Niobe of nations, there she stands."

I will reserve for another paper additional reminiscences of my early schools and school-masters, at Ridgeville.

LANGUAGE LESSONS No. 9.

BY MARGARET W. SUTHERLAND.

In recent years all intelligent teachers have had their attention directed more or less strongly to the subject of nature study, or elementary science, in the common schools. Various have been the attitudes assumed toward the subject; but in general, teachers have either made a hobby of it to such an extent that it has put others into antagonism for fear their own hobby should be ridden down; or they have realized the importance of the subject, have desired earnestly to do something, but have

been puzzled by the differences of opinions expressed by those supposed to speak with authority and perplexed how to bring in anything new when convinced that the course of study is already congested; or they have belonged to that class of teachers, never small, who hesitate ever to make a change either from a natural tendency toward mental inertia or from the fear that the doing of anything new or the doing of anything in a new way, may be construed as a criticism of their *faultless* past.

The first class described know more about the subject than I, and instead of needing any urging forward probably would keep a steadier course if curbed a little; the teachers in the third class are so out of sympathy with me that I doubt if I could influence them even if they were readers of the *Ohio Educational Monthly*; but to the members of the second class, with whom I am a fellow-learner and fellow-sufferer, I say, "Come, let us reason together."

Our first inquiry will naturally be whether this study will be worth the earnest effort we shall have to make to render it valuable at all to the children under our care. In *The Public School Journal*, Prof. S. A. Forbes, of the University of Illinois, says: "The sensitive, curious mind of the little child should be opened toward every side on which real knowledge lies. It seems to me a pitiful and cruel thing to shut the outside door on life, and to close and blind the windows through which the light of nature streams, and then to force the boy or girl to work day after day for years on the contents of the inner closets of his own and other people's minds by the artificial light of the text-book and the routine teacher's drill. Open up the inner doors of the house of the mind in due time, of course, and see also that the sky-lights in the roof are free and clear, but invite the sunbeam and the cloudshine

and the flower glow, and the glitter of the wave, and the rustle of the leafy tree, and the buzz of the bumbling beetle at the window-sill into the room, and help the pathetic little weavers at their looms to weave all this carefully into the web of knowledge as it grows slowly under their clumsy but well intending fingers."

There is no real antagonism between nature study and book study; it is only foolishness to set up a dividing wall between them. One who has learned to see clearly what is about him in the outer world, to hear what nature tells in her myriad voices, to enjoy the sweet odor of roses and lilies, and even the more delicate scent of the pansies, sees with a clearer vision again through the pages written by a naturalist, hears a diviner music when aided by the ear of the poet, and inhales the breath of Elysian fields when he wanders through forests, in meadows, and by rivers with a Burroughs or a Wordsworth.

In undertaking anything we have to set clearly before us what we wish to attain. Much of our seeming warfare of opinions and nearly all of our real confusion as to what to do, has arisen from lack of understanding of aims. At the risk of repeating what I have said at a previous time, I must ask you to recall a discussion of this subject of elementary science in the common schools held at one of the meetings

of our State Teachers' Association. I have not at hand a copy of the proceedings of the Association, but I remember how forcibly I was impressed with the wonderful difference in conclusions at which we could arrive from taking our observations from different points of view. The writer of the paper on the subject was a supervisor in one of our large cities. He is a lover of science and an earnest student of it; but he knows children and wrote from the vantage ground which that knowledge gave him. The gentleman who opened the discussion of the paper was a professor in one of our colleges. He, too, is a lover of science, an accomplished student of it, and a fascinating lecturer on one particular branch of it to *men* and *women*. But he doesn't know children, and he seemed to see only the folly of giving to babes meat for men.

It seems to me that our objects should be to train the observing powers of children, to train them to tell clearly both orally and in writing what they have observed, to create in them a taste for the *whys* of things; but not to foster in them a tendency towards hasty generalizations nor to cram into them the principles we have learned from books and deceive them and possibly even ourselves with the fond delusion that they have arrived at these principles by scientific methods. Our highest result will be a profound reverence for law, a de-

voted love of nature, and a humble worship of Him whose emanation is law and whose spirit is love.

We must keep before us what John Burroughs says of observation: "Observation is selective and vital. A real observation begets warmth and joy in the mind. To see things in detail as they lie about you and enumerate them is not observation; but to see the significant things, to seize the quick movement and gesture, to disentangle the threads of relation, to know the nerves that thrill from the cords that bind, or the typical and vital from the commonplace and mechanical—that is to be an observer."

Wherever possible we must go outdoors with the children under our care; to the country, if we can, but if that is too far away from us there is much of nature even within city walls to which our eyes and those of the little ones under our care have not yet been opened. Just as the attention is aroused in all teaching by a wise expectancy created by a skillful teacher, so in this special work while we must not tell what to see nor insist that a certain thing has been seen when it has not,—as I have known some teachers to do,—we must prepare the mind to see, hear, or touch, that which will lead to the observation that the scientist or poet of later years will use.

In a previous article I told why I believe that nearly all elementary

lessons in language should be based on manners and morals, history, literature, and nature studies; at the risk of some repetition I must answer some of our friends who object to "smuggling nature studies in under the head of language." It is a historical fact that underground railways have been resorted to as long as smuggling has been necessary. In many of our city schools there are principals and even superintendents who believe in almost absolute slavery to a course of study, sometimes even to a daily program arranged at headquarters. These supervisors either have not yet been convinced of the value of nature studies or they are afraid of undertaking a new thing. I know it ought to be the special duty of such persons to study educational values. I know also that in the ideal educational world the day that a man or woman holding a position as guide to teachers, loses the ability to work in new fields, to get out of long-established grooves, that day that overseer should lose his place. But we all know that in the real educational world, there are taskmasters that try to hold young, growing, enthusiastic students and teachers to almost treadmill routine; or they increase the fondness for routine which is inherent in lazy men and women. The term "nature study" frightens such persons while they have become accustomed at least to the sound of "language lessons."

In the country schools, it may be possible for the teacher to have regular, even if not very frequent, periods for nature study. These teachers, and, indeed, *all* teachers, must keep in mind that the best possible time for one to acquire a word is at the time when the concept is gained; that this is the only word-study really valuable; that an observation to be perfectly clear in one's own mind needs to be expressed; and that written expression leads to a greater exactness than commonly belongs to oral expression. It will now be seen that there is a vital connection between nature study and language work which makes it possible for us to unite the two without doing violence to either.

The first thing for us to do in getting ready for this work is to get more knowledge. Professors, teachers of science, text-books of acknowledged excellence, will help us here. In adapting our work to children, these sources of knowledge will help us little. I agree regarding this matter with a writer in an educational journal who said not long since: "The conviction has been growing for years that in matters of pedagogy the expert scientist is a blind leader." Compare with this statement what Arnold Tompkins says: "The teaching of science, psychology, and grammar is precisely by the same method; and he who understands the teaching of one understands the teaching of the

other, provided the subject-matter is known. The scientific method used in teaching natural objects is the same process by which grammar or psychology is taught. The differences are merely external."

Each teacher should make her plans for the whole year,—that is a general outline. In this she can receive suggestions from schools where a course of study of nature has already been adopted. When I was just a young teacher in the grades in the Steubenville schools I used to receive and study earnestly the annual reports of the schools of Cleveland, St. Louis, and other cities. For teachers who would find it very inconvenient to secure such assistance, I suggest working up the following: Plant life in spring and fall; minerals in winter; animal life all the year round; observations on the weather; science and poetry of the clouds, the rain, the snow.

After one has taken a broad view of what she wishes to accomplish in the year, she should divide her work logically so as to preserve a unity which is always destroyed by haphazard work; then this should be re-studied pedagogically, for there is no true teaching unless the child's mind is kept in view in the preparation of the lesson. When the lesson is given within doors the preparation of the material requires forethought. Boys may bring boxes and fill them with soil, other children may plant seeds, others

still water and care for the plants; but it requires more care on the part of the teacher to guide this work so as to make it educative than it does for her to do it herself.

Many teachers because of the multiplicity of things to which they must give attention in their schools, need specific helps in this work. The articles by Prof. W. A. Kellerman that have been published in this *Monthly* within a short time will be helpful to all teachers, with a little adaptation to the particular necessities of the individual school.

Many of our publishing houses are giving us delightful books to help us in making that borderland of science and literature which seems to me a very rich place for the soul of the child or the man, a homelike place. In the Ohio Pupils' Reading Course are found many of these books; but for even earlier years, I wish cordially to recommend "Little Nature Studies, Vols. I and II," published by Ginn & Co. Every teacher of children ought to own "The Stories Mother Nature Told Her Children," by Jane Andrews. It seems to me even better than my old love, by the same author, "Seven Little Sisters." In May, take from it "The New Life;" in summer, "The Talk of the Trees" and "How the Indian Corn Grows;" in autumn, "Treasure-Boxes;" in winter, "The Frost Giants." At any time, geography will be brightened by "The Carry-

ing Trade;" or a keen interest aroused in "Sea-Life."

While aiming at a wise concentration and correlation in work, keep from foolishness. I once heard a noted teacher describe a day that she spent with her children that I know would have been an unhappy day for me had it come into my childlife. The children were taken out into the yard in the morning to study a great tree that stood in front of the school-house. Then they were taken into the school-room, and language, reading, drawing, and even writing and *number* lessons were made from that same tree. Without going to extremes, we can make wise combinations of work. One morning, children who had for two short lesson periods on previous days studied the humming-bird, wrote these sentences on their slates while another division was at the black-board reading. The teacher had written on the board, humming-bird, honey, insects, fast, very, fairy. I shall give exact copies of two of the slates:

No. 1.—The humming-bird gets honey out of flowers. It eats insects. It has wings. It can go very fast. It is small. I would call it a fairy bird.

No. 2.—The humming-bird has two wings. It eats honey and insects. It gets them out of flowers. Its wings go very fast. They are fairy birds.

These exercises were written in May of the first school year. In the second year; in another school, the children were told to write a letter to some one whom they loved, and tell in the letter what they knew about the parts of the flower. I shall copy the best one given to me:

Columbus, O., June 8, 1896.

My dear Louise:

I have learned all about flowers. The green cup which is under the flower is called the calyx. One leaf of the calyx is called the sepal. The flower cup is called the corolla. One leaf of the corolla is called the petal. The little threads in the middle of the corolla are called stamens. The stiff one in the center is called the pistil.

Flowers make the world more beautiful. I love all flowers, but love the daisy best.

Yours truly,

MARIE SWAIN.

These are not given as perfect exercises; but they certainly are promising, and I think will encourage teachers to make an effort to do some work in this line. But whatever we do, we must not forget that our main object is to create or foster a warm, loving sympathy with Nature in her various moods, a very earnest desire to learn her secrets and live in sweet accord with her laws.

PEDAGOGICAL INFERENCES FROM CHILD-STUDY.

By T. S. LOWDEN, Superintendent of Schools, Greenville, Pa.

[CONTINUED.]

From the first hours of life the gateways of the soul are open to the outside world and through the avenues of sense the world without is transported in and the world within is carried out, the two in time becoming manifestly correlated. In all the waking moments of life the soul is besieged. It is this bombardment of sense made psychic, together with the impulsive, reflex and instinctive movements by which the child develops and enables him in due time to see that his own little world is but a portion of a greater whole in which he systematically moves as a co-ordinated part. It takes years of toil, experience and study before he can see his function in the whole. Indeed we never see our place and functions clearly, but he, who is endowed with a healthy brain, and open avenues of sense leading thereto, who has the goad within to study, experiment and think, sees his life, work and destiny the clearest. This alone is worth his years of toil.

At first the child does not know his own body as distinct from that beyond it. He picks up his foot as if a stick or stone. In time through the sense of touch he learns to dis-

criminate between a cold, lifeless object, a member of another person and his own limb. In this power of sense discrimination largely arises knowledge and he who can sharply discriminate and classify has the equipment needed for the expansion of soul and character. Minds greatly differ in their power to discriminate and classify. The power of discrimination is evinced early in child-life. One will hear and see vividly what another fails to discern.

A truth is never fully apprehended until completely cut off from all others and held up before the soul's gaze and seen in all its own individual entirety, and still its apprehension makes it but partly known. It must be seen in its varied relations to all other truths, fully comprehended. All knowledge, as Cicero discerned, is joined by a certain and definite blood-relation into one co-ordinated whole. He knows *a* truth, who knows *the* truth, who apprehends *a* truth and who comprehends *the* truth. The child knows what he knows at first in indistinct wholes. When once the powers of sense are trained and he can investigate for himself, the whole becomes distinct, but only so as the parts in their

relations to themselves and to the whole are known and this whole in turn as a part of a larger whole and so *ad infinitum*. This is a fundamental law of mind, the guide-board directing us whither to find ourselves, and a basic truth in Pedagogy.

The ego is developed through the non-ego, the former becoming adequately known (if adequate here is not too strong a term) through the latter. The mind goes out into the world, is there enriched and returns to know itself as a part of all creation. This is the philosophy of sense training.

Most knowledge arises from sense. Only a few truths are fundamental or intuitive, as axioms and indeed some of these, we believe, *experimentia docet*, experience teaches, and the lofty, moral truths, the supremest of which, known to all men of whatever race, age or clime, "When duty summons, thou shalt obey." One knows it his bounden duty to do his duty. We may differ in our opinions just what is our duty, but notwithstanding, whoever the man, if once his duty is known, he knows it his duty to do his duty. This, the highest universal truth direct from the Infinite cannot arise from sense as judgments are thus in a measure, dependent. Since about all knowledge comes *via* sense, the importance of sense training cannot be over estimated, especially early sense training.

Nature from the earliest hours of life feeds the soul through sense. The child delights in harmonious sounds, color, form and beautiful scenes. Environment is an important factor in sense training. If it has made the racial differences, how much influence must it have on the impressionable years of childhood. Child-mind is a sensitive film upon which coming impressions are made more easily and durably than the chemical effects of the light rays on the photographer's plate. The writer's love of the beautiful (pardon the reference) can, he thinks, be traced to his early childhood spent with grand-parents in a loved spot, skirted with flowering meadows, waving grain fields, fruit-laden orchards with their bright plumaged songsters and towering pine and cedar-covered cliffs in which the birds in summer reared their young, and by which in winter they were protected from the storm, and from whose summits the beautiful Ohio could be seen winding its serpentine course far down the valley, while away beyond lay the blue, veiled mountains of the Virginias wrapped in silence. Though it is years since I saw the spot, yet scarcely does a day pass without my feasting on the old scenes and trying to paint anew the pictures on memory's walls. I drank the scenes all in. I was encouraged to do so and was taught how to drink, so that I still quaff my thirst for the beautiful and am oft

refreshed with the scenes of my early childhood. Could I give them, every school should have its garden, meadow, forest, hill and stream. Then sense training would be vitalizing and stimulatingly energizing. But as every child cannot have this sense-developing apparatus of Nature, let us bring as much of field, hedge, forest, insect and animal world to the school and for the rest take the school to it.

Children if encouraged become naturalists. It was John Ruskin's environment and parental training that gave him his incomparable power of word landscape painting. Could he have written his vigorous and refreshing "Dawn in the Alps," unless from earliest childhood he had drunk deep of kindred scenes? His father, a traveling merchant and an amateur artist, took him from the age of three with him in his frequent journeys through the mountains of Wales, the lakes of England and the highlands of Scotland and never permitted the child to look upon a bad picture.

There are children, who of their own accord will incline to observe Nature and early fall in love with her winsome ways, but there would be few, who would not give their days and nights of leisure to the contemplation of her varied forms and language had they the proper stimulation and direction from parents and teachers. The scenes of nature laid before the sense in that plastic period of mental absorp-

tion,—the age from three to eight, give food for life-long joy and contemplation, affording springs that well up through life and serve to cool the fervid brow, to soothe the aching heart and to quiet the perturbed mind.

Our children hail each daily walk, be it through lane, wood or meadow; along hedge, creek or hill. Repeated visits to the self-same spot bring renewed joys. Here is a searching for cloud-forms, there for pebbles and shells; here for flowers and stones, there for animal and insect life. Each morning early there is a rush for the poppy bed to see who first can find the latest blossoms the dawn has brought, or scamper to the rapidly climbing morning-glory vines to see how much they have grown during the night and to compare the height of their bodies with the vines. From day to day they watch the pansy, verbena and petunia beds for the striking forms and the rarest colors. T., the three-year old, has just called me from the study to look at the bees at work among the poppies. "See! papa, don't they sing though while they work?" and down he drops on all fours to show me how the bees crawl. A few nights ago, when about to be put to bed he was found to have two big toads in his pockets, which he had picked up in his evening walk. Said he, "They want to sleep with me, mamma," and cried when they were put out.

He has seen the toads flash out their tongues in catching insects and he often imitates their tongue-movements and their hopping. He is a little comedian. A., the five-year old is a geologist and daily brings in stones of various kinds to have examined, washing them and breaking them open to see the clear, bright surface. M., the six-year old is a botanist in her way and in her walks is searching for flowers and leaves. All are interested in the soil and sand-pile; delve and dig, look for insect- and worm-life dug up; plant seeds, watch their germination and their cracking of the soil; water and hoe and are much interested in the welfare of the robins and wrens that build near.

By child-study we may see the natural tendency of the individual mind and have opportunity to encourage its inclination. We can screen its gaze from many a foul picture and unveil many a beautiful scene before it, that must grow into character. The Greeks understood far better than we that, "We rise to the good through the beautiful."

Inasmuch as the senses are stimulated and trained, so will the mind develop. Communing with Nature forms a healthy and nutritious diet for the soul. It strengthens, clarifies and purifies the imagination; it develops memory, making it tenacious, vivid and accurate; it is one of the chief instruments in the

acquisition of intelligent speech, making the acquirement of words easy and pleasant, widening the vocabulary and making each idea and its associate word stand forth in realistic colors. It is a joy forever in leisure hours and is as a well in character bringing daily pleasures:

There is no subject of greater importance to parent and educator than that of language development in the child. The period from two to eight is pre-eminently the planting time of words and sentence-forms. The language-forms in this period become an established part of the child and years of toil may be saved in rooting out bad forms by his hearing only the best English. We feel the effects of poor language training at home and school, and after years in the study of technical grammar are unable to speak the mother tongue spontaneously and vigorously without feeling that here and there we are ill-starring our language with bad grammatical forms. The child necessarily learns to speak the language he hears. If this be faulty, his will be faulty; if pure and vigorous, his will be likewise. The child should be protected from every form of faulty language. It is a lamentable fact that many teachers make frequent use of such forms as:—It is *me*, John, don't *lay* down in your seat, *Who* did you say, Between you and *I*, Let's you and *I* go, Yes, Mary, you *can* get

your pencil. The use of such expressions before absorbent minds should legally forfeit one's right to teach. If a teacher does not know that her language is faulty, she should be made aware of it by her principal, superintendent or friends and a determined effort then be made to perfect her language. One of the vital needs in the education of children to-day is parents and teachers who can speak pure and vigorous English, who read well and do read for themselves and to their children the best that has been written and who have the ability to tell a story fascinatingly.

Few teachers can relate a story or read well, nor do the majority cultivate a taste for the best of literature. Indeed many are surprisingly ignorant of it. Good reading and an appreciation of it lies as the foundation of a liberal education howsoever broad. Good conversationalists usually read and write well, and they are the best conversationalists whose imaginations are most replete with pictures, and the mental pictures are many or few, vivid or uncolored as has been the training of language and sense. A child speaks intelligently of things he sees and handles. Ideas before words. With abundance of ideas, fitting words, fittingly spoken are permanently associated therewith. A child of five has no difficulty in making a proper use of such terms as sepals, petals, stamens, pistils and pollen when pointed out to him

and he has carefully observed them. Indeed he makes as intelligent use of these words, concretely acquired, as students of botany in high schools who lack early sense training.

A child is slow to comprehend abstract words. His mind feeds upon the concrete and the tangible. He hates the abstract and the incomprehensible. Note the child of three's ideation and word-forms; T. saw some pigs in a barn. This is henceforth called the "pig-barn." Some cows were seen in another barn. This he called the "cow-barn." He saw a horse in another. This is called the "horse-barn." We went to still another barn to get a wheel-barrow of manure for the pansy bed. This is now called the "manure-barn." He knows the name of the owner of each barn but how much more to him is the expression "the pig-barn," "cow-barn," "horse-barn," "manure-barn," than Mr. Smith's barn, Mr. Jones's barn.

In the children's library, each book is named from the story that is most fascinating to them. All have liked best the "Old Woman and the Pig," and though the book contains many stories, this book has no other name than that of "The Pig Book." There is a greenhouse near by to which the children make frequent visits winter and summer, and though familiar with the man's name who cares for it, he is invariably called the "green-

house-man" and was, for a long time, called "the green-man." The man who formerly brought us eggs is always called "the egg-man," or "Mr. Egg-man," though his name is monosyllabic and familiar to them. Their greeting to him is, "Hello! 'Mr. Egg-man.'" A few days ago, when down the street we met Mr. W. and T. saluted him with his accustomed "Hello, 'Egg-man,'" but as Mr. W. did not re-

turn the greeting he continued, "Say, 'Mr. Egg-man' won't you speak to me?" Some weeks ago, the children saw a mulberry tree laden with berries, the first they had ever seen. They called the berries "mulderberries." Hearing the word mulberry spoken and having elderberry bushes near the house, the association gave rise to the word "mulderberry."

To be continued.

O. T. R. C. DEPARTMENT.

PARTY POLITICAL MACHINERY.

Dr. B. A. HINSDALE, University of Michigan.

The first paper of this series dealt with the reason why Civics should be taught in schools, and touched incidentally upon the difficulty involved in teaching the subject that grows out of the dual, complex character of our political institutions. This paper will deal with the subject named above, and will also touch one of the serious difficulties that confront the teacher of Civics.

Politics is concerned with government, and is both a science and an art. Politics, again, is the subject matter of Civics. As a science, politics is occupied with the underlying facts and principles of government. As an art, it is occupied with the rules and methods of gov-

ernment, and especially with their application to practice. The fundamental ideas relating to government are scientific knowledge; the actual organization of political power, and its delegation to the different parts of a government, are practical questions, and so belong to the other sphere. But, more than this, no government, whatever its name or nature, will keep itself going. No political perpetual motion has ever been invented, or ever will be invented. Force must constantly be applied to it from without, and this force comes either directly or indirectly from the nation or people. This is preeminently true in all countries where political thought, speech, and action are free. Here the connection between the people and the government is

immediate; the power is directly and continuously applied, perhaps not very intelligently or wisely, but still applied. To make this application, political parties are employed, and every person well read in history or intelligent in current affairs knows how great a part such parties play in practical politics. A whole chapter of facts could be gathered showing the tremendous influence of political parties on the administration of government in the United States. Perhaps the most striking of these facts is the one set forth in Chapter XXX of "The American Government," where it is shown that the development of political parties forced at the beginning of this century, an important amendment (XII), into our National Constitution, and has since rendered completely nugatory and ineffectual the method of electing the President and Vice-President, so far as the intent or spirit of that method is concerned. It is no exaggeration to say that party politics has effected the abolition of the Constitution in respect to one of its most characteristic features.

The growth of political parties has been attended by the growth of a remarkable system of party machinery. This machinery is the organization of appliances by means of which parties reach their ends. It is, strictly speaking, no part of our constitution and laws, but it is, nevertheless, the means by which

constitution and laws are actually made to work. Once more, in teaching Civics it is not enough to give attention to our political institutions as they exist in books of history and legislation; the system of appliances or agents by means of which our constitution and legal institutions are made to reach their ends should also receive some attention. In fact, the principal features of our party machinery are "institutions" in a very real and practical sense; they are a part of the unwritten or customary constitution and law, which is sometimes more powerful than the constitution and law so-called. Much of the great value of Professor Bryce's well-known work is found in the fact that he has gone outside of our written constitution and laws to deal with our practical politics. For the reasons now given, I have thought best to devote this paper to a general account of our political party machinery.

HOW PARTIES ORIGINATE.

In all countries where men are free to think, speak, and act on questions of government, there will arise differences of political opinion. Some men will desire to have the government carried on in one way, some in another way, and they will all wish to see their favorite ideas carried into practical effect. As separate individuals, men can exert little influence upon public affairs. Accordingly, those who

agree in what they consider leading questions learn to act together. In other words, they form a political party, which may be defined as a body of citizens who agree in what they consider the essentials of political faith, organized for political action. Concert and organization are as necessary to efficiency in politics as in other spheres of activity.

NOMINATING CANDIDATES.

The only way in which men and parties can give their political principles practical effect, is to secure the election of men to the important public offices who believe in those principles, and who, if elected, will carry them out. But to secure the selection of such men, those citizens who think alike must act together; they must vote for the same candidates for the several offices or they will lose all their strength. Hence an understanding or agreement must be reached as to candidates. It may be said, in general, that political parties exist primarily to secure the election and so the nomination of suitable men to office. It is therefore necessary that before the elections provided for by law are held, party nominations shall be made. In the United States, a system of nominating machinery has been devised with this end in view. The following paragraphs will be devoted to a description of this machinery as it works in Ohio. The description will, however, apply in the main to

other States as well. And first let it be said there are two principal ways of nominating candidates for office, one direct and one indirect.

THE PRIMARY MEETING.

This is the name given to a local public meeting of citizens belonging to the same political party met to promote party ends. It is confined to a township or other precinct. It nominates candidates for the local offices, and appoints delegates to represent the precinct in some of the various conventions soon to be mentioned. This is one form of the direct method of nominating candidates: no secondary agency comes between the members of the party and the candidate. As a rule, those persons are permitted to take part in the primary meeting who have supported the party ticket at the last general election, or who give a satisfactory assurance that they will do so at the coming election.

THE PRIMARY ELECTION.

This is nothing but a more formal primary meeting. The ordinary primary is conducted in such a manner as those participating may agree upon, but the primary election is conducted under the forms of law. The law of the State provides that any political party in any township, municipal corporation, county or district may hold primary elections for the purpose of nominating candidates for office. First, a major-

ity of the party central committee in the township, etc., must give due notice of the election, stating its object and the time and place of holding it. This committee must name a legal voter of the precinct who is to preside at the poll, and prescribe the qualifications of persons who will be permitted to vote. If the supervisor who has been named fails to appear, or declines to act, the qualified voters at the election choose another, one who is duly qualified to take the place. The electors also choose two judges and two clerks of election to assist the supervisors. All these officers must take an oath that they are legally qualified to act, and that they will conduct the election carefully and honestly. From this time on the primary election is conducted in the same way as any other election. The judges give certificates of election to those having the highest number of votes for the several offices, and also make a return to the chairman of the committee. If the nomination to be made is for a county or city office, then the votes from the several precincts are combined to obtain the general result. It will be seen that this also is a direct method of nominating candidates. In the cities of Cincinnati, Cleveland, Toledo, Canton, Columbus and Dayton, primary elections are conducted under the control of the Board of Elections. This mode of nominating candidates is sometimes called "The

Crawford County Plan," from Crawford county, Pennsylvania, where it is said to have originated.

THE VOLUNTARY PRIMARY ELECTION.

The election just described is held in conformity with the conditions of law. But a political party in a township or other political divisions may hold a similar election by general agreement, not caring to take advantage of the law. This is a simpler method of proceeding than the other. In such cases the party makes its own rules and manages matters in its own way. There is no real difference between this mode of nominating candidates and the primary meeting, except that it may be used on a larger scale, and is somewhat more formal. Thus the Republicans or the Democrats of a county may agree among themselves to leave the nominations for the county offices and the State Legislature to voluntary primary elections held in the several townships and other precincts. In such a case the man is nominated who receives the largest number of votes in the county.

THE CAUCUS.

The word "caucus" is of American origin, and has a somewhat uncertain history. It has also more than one meaning, or applies to more than one kind of body. Sometimes the primary meeting is called a caucus. More properly, the word designated a

private meeting of influential citizens or politicians held before the primary meeting or the primary election, to consult as to matters to come before that meeting or election. It is often held to advance the personal or selfish ends of persons participating. Members of the same political party in legislative bodies, as the City Council and the State and National Senates and House of Representatives, also hold caucuses to agree upon lines of action within such bodies. In its local meaning the caucus is sometimes called the Pre-primary. Those participating in these meetings are said to "caucus;" and the fact that business is done in secret sometimes gives the word an unsavory meaning. In fact, the tendency seems to be to confine caucus to such meetings.

THE COUNTY CONVENTION.

This convention is composed of delegates from the several townships or other precincts of the county, who are appointed at caucuses or primary meetings, as already explained. It has two functions. The first and most important one is to nominate candidates for the various county offices and the Legislature. The second and less important one is to appoint delegates to represent the party of the county in State convention. This is an indirect method of nominating candidates. A representative body comes between the party and the

nomination. Sometimes, however, county nominations are made by means of primary meetings or primary elections, as explained in a previous paragraph. The county convention is an annual body.

THE SENATORIAL CONVENTION.

The 37 members of the State Senate are elected in 24 districts. They are nominated by Senatorial district conventions, composed of delegates from the several townships, wards, etc., in the district. This is also an indirect mode of making nominations. These conventions are held once in two years, and have no other duty to perform than to nominate candidates for Senators.

THE CONGRESSIONAL-DISTRICT CONVENTION.

This convention is called once in two years to nominate a party candidate to represent the district in the National House of Representatives. It also appoints once in four years two delegates from the district to the National convention, and names a candidate for Presidential elector, whose name is put on the State electoral ticket. This, again, is an indirect mode of making nominations. The Congressional convention is composed of delegates from the townships and other precincts that constitute the district.

JUDICIAL CONVENTIONS.

The judges of the Courts of Common Pleas are elected in subdi-

visions of the judicial districts, and the judges of the Circuit Courts in the circuits. Both alike are nominated by party conventions, composed of delegates representing their respective parties within the subdivision or circuit. The terms of office are five and six years, and these conventions are held at corresponding intervals.

THE STATE CONVENTION.

The State convention is made up of delegates from the counties, who are appointed by county conventions, or are elected by the counties at primary meetings or primary elections. It nominates party candidates for the State offices, and once in four years appoints four delegates to the National party convention, and two candidates for Presidential electors on the State ticket. It is an annual gathering.

THE NATIONAL CONVENTION.

This body meets once in four years, to put in nomination candidates for the offices of President and Vice-President. It is composed of delegates from the various States, each State being entitled to twice as many delegates as it has Senators and Representatives in Congress. As a rule, it also admits two delegates from each of the Territories. Four of the delegates to a National convention from Ohio, called delegates-at-large, are appointed by the State convention;

the other 42 are appointed by the several Congressional conventions. Obviously this is a form of indirect nomination.

THE MASS CONVENTION.

This is a popular meeting, commonly limited to the county, but sometimes having a wider scope. It is really only a more formal and imposing mass meeting. Sometimes, however, a political party in a county nominates candidates by means of a county mass convention rather than by a delegate convention by a primary meeting or election. When this is done it is a direct mode of nominating candidates.

REPRESENTATION AND VOTING.

The common rule is to assign the members that make up a convention to the townships, counties, etc., according to the number of votes that they cast for the leading candidate on the party ticket at the last preceding general election. Thus, if one township or county cast twice as many votes for the candidate as another township or county, it has twice the number of delegates. The rule governing National conventions has already been given. With a single exception, a majority suffices for carrying a vote. It is a long-standing rule of the Democratic party to require two-thirds of those voting to nominate Presidential and Vice-Presidential candidates.

THE UNIT RULE.

It is not uncommon for the delegates to a convention from the same political division, as the township, county, or State, to vote together, as one man, in making nominations. This is to secure greater weight in deciding the issue. Sometimes a delegation is instructed to vote for a certain candidate as a Presidential candidate. In such cases the instruction should be given by the authority that appoints the delegates. This is known as the unit rule.

CENTRAL COMMITTEES.

Associated with each of the conventions that have been named is a committee, commonly called the central committee. It serves as a sort of party executive. Its principal business is to make arrangement for holding the convention in connection with which it acts. For example, the appropriate committee names the time and place for holding the primary meeting or convention. The meeting or convention itself appoints, directly or indirectly, the committee for the ensuing year or convention period. The township or county committee is composed of a prescribed number of committeemen. The latter may be one from a township or other precinct, or it may be a larger number according to the party strength of the precinct. The Congression-

al district or Judicial district committee is made up from the counties of the district. The State committee comprises one member from each Congressional district in the State, and the National committee one from each State and Territory, besides the central committee.

POLITICAL PLATFORMS.

The various conventions commonly adopt resolutions declaring the leading articles of party doctrine as those participating understand them. Such resolutions when adopted by a State convention, are called a State platform; when adopted by a National convention, a National platform.

OFFICERS AND RULES.

The various political bodies that have been described appoint their own officers, chairman and clerk, or president and secretary. The higher conventions, like legislative bodies, do much of their work by committees. Thus, there are committees on permanent organization, on credentials (or the right to membership), on resolutions, etc. Business is commonly transacted in accordance with the ordinary rules governing public assemblies. Still every convention has a right to enact rules for its government, and also to enact rules that, until they are repealed, will bind the corresponding central committee and the next ensuing convention.

RECAPITULATION.

It will be seen that the system of party management which has been built up in the State, and other States as well, is extensive and complicated. It embraces the primary meeting, the primary election, the caucus, county, State and National conventions, and district conventions of various kinds, together with a series of central committees reaching from the township primary meeting or election to the National convention. In no other country is such an extensive system of party machinery found.

THE SYSTEM VOLUNTARY.

The whole system of caucuses, conventions and committees that has been described, like political parties themselves, is purely voluntary. The Ohio law provides for holding primary elections, but men and parties are under no obligations to make use of the law. With the exception of this feature, which is purely optional, the whole system, from bottom to top, lies outside of our constitutions and laws. It is a machine that the political parties of the country have slowly constructed, in order to give practical effect to their political principles. It reaches its end through the nomination of candidates and declarations of political doctrine. The influence of this system on our government and whole political life it would not be easy to exaggerate.

NOTES ON THE STUDY OF AMERICAN LITERATURE.—II.

By BRANDER MATTHEWS, Professor of Literature, Columbia University, N. Y.

In my first paper I tried to point out some of the reasons which make the study of American literature especially important to us and especially timely just now. In this second paper I shall try to indicate briefly some considerations which it is well for teachers to bear in mind when they undertake this study.

The first point I have to make is that literature cannot be learnt merely from a text-book. I am in doubt whether anything can be learnt from a text-book alone, but I am absolutely certain that literature is one of the things that cannot so be learnt. At most, a history of literature is a guide to private reading. It is, in fact, a guide-book to enable the reader to decide for himself just what part of the country he thinks he would like to become acquainted with, first of all. A real knowledge of that country he cannot have without visiting it and seeing for himself. Those of us who have traveled know how much more even a single day in a foreign city does for our knowledge of that city than the most careful study of the guide-books and the books of travel. So it is with literature. The historian of literature can save us time by directing us to the authors best worth reading, but we have no real knowledge of those authors until

we have read some of their works for ourselves. What, for example, would our knowledge of the Bible be worth if it were confined to the texts quoted by preachers and to the comments of those preachers on those texts? A second-hand acquaintance is better than none, no doubt; but it is of value, I think, only as a promise of a closer intimacy to follow. And this is why I dwelt on the chief works of the leading American authors in my "Introduction" and why in the notes I have carefully pointed out the best editions of their most characteristic writings. In the "Riverside Literature Series," for instance, there is an edition of Franklin's "Autobiography" with the "Speech of an Old Man at an Auction," and certain of his minor writings and letters; and the perusal of this (after the reading of my chapter on Franklin) will do far more to make that great American a permanent and vital figure in the memory than would the actual learning by heart of my chapter alone. And if this is true of a man like Franklin, who was not primarily a man of letters, but rather a man of affairs and a man of action, how much truer it is of authors like Longfellow and Hawthorne and Poe who are authors and little else, and who played no part in the world excepting so far as they were men of letters. I know, of course, that it is quite impossible for all those who study my book to engage also to read all of

the writings of all the authors I criticise. But I desire to impress it upon all who may read these lines that a text-book of literature is an entirely inadequate substitute for even a very summary first-hand acquaintance with the works which make up that literature. However useful as an aid and as a guide, a text-book is a poor substitute.

The second point that I desire to make is that the student should remember always that literature is an art and that the prime object of every art is to give pleasure. In fact, all the great works of art, literary, pictorial or plastic, have also given pleasure to the artist while he was engaged on them. He labored mightily, no doubt, and sweated at his task; but it was a labor of love always and he joyed in his work. And so the reader of a good book ought to be able to read it not as something to be toiled through but as something to be delighted in. Only, the reader must always be honest with himself and not pretend to enjoy what really bores him. There are many different kinds of excellence in literature; and most of us are so constituted that if we like one of these kinds, we do not like its opposite and indeed we often dislike this. Very few of us, for example, can find equal satisfaction in reading Cooper and in reading Hawthorne. The "Leatherstocking Tales" and the "Scarlet Letter" appeal to quite

different tastes. And so few of those who revel in the romances of Scott care also for the realistic and analytic novels of Balzac.

It is well for us also to distinguish between our own predilections and our appreciations. That is to say, I may like the writings of a certain author, although I may be quite aware that he is not really a great writer,—I may even like them far better than the works of another author although my trained taste tells me that these latter are really finer than the former. If I may offer an example from my personal experience, I may note that I know, of course, the great qualities of Dickens's novels and the high reputation he has been held in and I see plainly enough the reason for his position; yet I cannot now read Dickens's works with any pleasure at all. I recognize the power in his pages, of course, but I do not enjoy them; whereas I read with keenest zest the stories of "Octave Thanet," of Mr. Hamlin Garland, of Mr. Owen Wister and of Miss Mary E Wilkins, in which different phases of the American life of to-day are depicted sympathetically, although I know that these authors hold no such rank in literature as is justly accorded to Dickens.

And this leads me naturally to my third point, which is, that nothing is more profitable to a student of literature than to give prolonged attention to the works of some one

author. Lowell's advice was to choose a great author in youth and to give up a part of one's life in trying to grow up to this great author. For most of us, indeed, for all those who are not able to give themselves wholly to letters, this is a counsel of perfection. But modified to suit the circumstances of each individual it is excellent advice. Of each of the greater American authors we ought to read one or more of the chief works, so as to see for ourselves what manner of writer each of them is; and then of the author whose writings we read with most enjoyment we ought to read as much as we can. Having enjoyed the works of an author we are led easily to the examination of his biography, of his education, of the forces that influenced him, of the influence which he in turn exerted on others. From his biography we go on to the criticisms which have been written upon him, whether favorable or unfavorable. We are interested in seeing his relation to his time. We are led to look up his family and his friends. And so we find in the course of a few years that our liking for some one book may have induced us to master a phase of literature and a period of history without conscious effort or strain and with unfailing satisfaction. Also, it matters little, if with maturing judgment the author chosen in youth seems no longer as worthy of this study as he seemed at first. Even though our opinion of

the author change completely the acquired knowledge remains, a solid gain, an indisputable benefit. And then we are free always when our interest flags in one author, to drop him and to take up another. The one thing we must do, however, to get the full advantage of this method of study is to be frank with ourselves and to make no attempt at self-deception. We must give ourselves honestly to the author we really like, and not to the author we think we ought to like. Unless the work is done along a line of real and personal interest it is not likely to be done with pleasure or for long.

These are the more important suggestions I have to offer to those who are about to undertake a conscientious reading of my "Introduction to the Study of American Literature." First: not to be content with the text-book alone, but to read as many of the works of as many of the authors as possible. Second: to read with pleasure and for pleasure, being always honest in self-examination as to whether or not any given book is really enjoyable. Third: to choose some author whose writings have been read with pleasure for further investigation to be continued only so long as this investigation continues to give pleasure.

To those who act on these three suggestions, I may give one more of less importance. And this is, that they bear in mind that Ameri-

can literature is but a branch of English literature, and that it is useful to keep in mind the relation of American literature to British literature, the other branch of the English literature of to-day,—to contrast, for example, Scott and Cooper, "George Eliot" and Hawthorne, and to note how each author has been influenced by the traditions and social organization of his own country. It is useful also to trace the relation of American literature to the parent stock of English literature,—to see, for example, how Irving inherited the essay from Steele and Addison and Goldsmith. It is useful also to trace the relation of the American branch of English literature to the other modern literatures—to note, for example, the influence of Poe on many recent French authors, and to observe how strongly Longfellow was affected by certain German authors, Uhland and Heine, for two. It is useful also to trace the relation of the American branch of English literature to the great literatures of the past, Latin, Greek and Hebrew,—to see, for example, how the Old Testament profoundly colored the thought and the speech of Whittier.

This in turn might lead to a consideration of what may be called the genealogy of literary forms. In my book I have pointed out that Irving wrote the first American local short story, that Cooper wrote the first sea-tale and the first back-

woods story, and that Poe wrote the first detective story. It is amusing to see how those several forms have fared in the hands of later writers,—how the dime novel Indian is the direct descendant of the "Last of the Mohicans," how Mr. Clark Russell's tales are all the result of the publication of the "Pilot," how Mr. Conan Doyle borrowed his Sherlock Holmes directly from the M. Dupin of the "Murders in the Rue Morgue." Literature has its roots very deep in the past, though its flowers are blossoming anew with every day; and American literature is no mere orchid, rootless and scentless,—it clings to the past with sturdy hold as it turns its petals toward the future.

"FLY-AWAYS."

By LEANDER S. KEYSER.

Autumn, like every other season, is the best time to study winged creatures. But that, you say, is a paradox. Not really so; only apparently. If you want to study bird song, or the mysteries of nidification, or the holiday attire of birds, you must hie forth in the spring time; but if you want to know how birds deport themselves when they are neither nesting nor singing, and when they are clad in their mezzo-hued work-a-day dress, you must seek their company in the autumn.

How do the summer residents prepare for their departure to the south? What are the pursuits of

the army of migrants coming from their northern summer homes, stopping in your latitude for a few days or weeks, and then resuming their south-bound pilgrimage? Do they ever forget themselves and sing their roundels out of season? Which species bid *bon voyage* to their departing comrades and decide to remain with you through the winter, braving the rage and rigor of old Boreas and his legions? There are many charming phases of bird life that can be studied only in the quiet, restful autumn days, which are, therefore, best adapted for certain specific purposes of observation.

A few thoughts about our pretty "fly-aways" as observed during the autumn just passing may be of interest. Early in the spring several Baltimore orioles piped their tuneless but cheery lays in the budding trees, while their sedate spouses wove the pendant cottages on swinging boughs. Then for a couple of months there was a dearth of oriole music; but when mid-August came the piping was resumed and kept up for several weeks. How much I would give to know whether the early singers and the later ones were the same individuals! If not, where did the first ones go when their broods were reared? The August and September pipers were in rich attire, considering the lateness of the season, and may have come from a more northern summer habitat. There

are many avian problems that are even more perplexing than those we used to find in the trigonometry and calculus. My orioles have now (October 15) taken aerial voyage to a more southern clime, and I feel that there is a defect in my life. .

Never have those pied sprites, the warblers, been more abundant and companionable than during the present autumn. Their sole occupation at this season seems to be to flit and eat. What a happy, care-free life! If there are any trials in warblerdom in the fair, calm days of autumn, they are not appreciable from a human point of view. What a pity that they cannot write their own diaries and lay bare their heart histories, as some of our introspective human kinsmen seem to be so fond of doing. No doubt they have their moods of melancholy, but they never wear their feelings on their coat-sleeves—or, to speak more precisely, on their wing-coverts.

Have I said that these winged fairies have been quite sociably disposed this fall? There are times when they seem to be quite chary of human fellowship and espionage, seeking covert in the tops of the tall trees, while at other seasons they flit with more or less familiarity in the lower branches or in the low bushes of the woods or in the hedge-rows, permitting an observer to come quite near them. One autumn a few years ago I could

scarcely get close enough to a warbler to identify it with my glass. This fall the warblers have not been so shy. Perhaps there are years when the collectors—those human bird assassins—are doing their cruel work in the north, robbing nests and slaughtering innocents, and that puts panic into the breasts of those that escape the net and the gun.

The naturalist would be in bird clover if only the feathered folk could distinguish between their friends and their foes. If yonder pretty redstart or magnolia warbler knew how much you admire him; if he only knew how famous he would become, even getting his name in print, by flitting down from the leafy coverts, and perching on your hand; if he knew that you would not ruffle a golden feather of his plumage, much less give him the smallest twitch of pain,—he would not elude you and dash out of sight, but would become your confidant and boon companion. But we cannot blame the birds for not possessing supernatural knowledge, for we ourselves do not know half the time whom we may trust among our fellowmen.

Mention has been made of the magnolia warbler. He is one of my favorites—a genuine beau, with his golden breast, prettily figured with stripes of black. But note how discreet the little rascal is. Last June in the neighborhood of Duluth, Minnesota, one of his

breeding haunts, he sought only the deepest woods, and was as wild as a deer, dashing like zigzag lightning out of sight. Ah, yes! he had a nest on which the little wife was sitting, and he would not betray the secret, not he! "Catch me telling tales out of school," he seemed to say. And so I found no nests.

But when, in the fall, he comes southward to Ohio, where he has no nests or bantlings to worry over, he grows quite familiar, and even visits the city to gather dainties from the trees that line our busy thoroughfares. About the middle of November I found him near Pensacola, Florida, where he permitted me to admire him at a distance of only a few feet. He has a very small head, but the gray matter inside of it is of a judicious quality.

His companions of the avian Lilliput that have been most plentiful this fall were the redstart, the black-throated green, the black-throated blue, the chestnut-sided, the black-poll, the blue-winged and the myrtle warblers—all a merry company of pilgrims *en route* for some Mecca in the south. Many of them are at this moment winging their way across the Gulf of Mexico (I am writing at night) while the moonlight throws its sheen upon the shining waters. Does it not thrill one with a feeling akin to awe to think of such atoms in feathers performing aerial voyage across the trackless sea? What pranks and escapades they will play in the forests of Yucatan, Central America

and Guatemala when their long journey is ended! If you and I could have free transit, we would also become travelers, would we not?

But while these birds, which are the scouts or the vanguard of the warbler army, are pushing across the great gulf, some of their comrades are at this moment flying over the city in which I live, bringing up the rear-guard. It is a beautiful moonlit night, and when I step out-of-doors, I hear the sharp *chip, chip* of the little travelers overhead. Their sharp call tells me that they are warblers. It is known to all bird students that most of our birds perform their migratory journeys at night. To-morrow these birds will be feeding in the woodlands of Kentucky or Tennessee. Don't you wish you could follow them? Don't you wish, in short, that you could study every bird every minute wherever it goes? Yes, some of us, from an avian point of view, want the whole earth. We cannot be satisfied with less. We have the bird furor.

Not all of our dear bird companions are "fly-aways," I am thankful to say. Some of the song-sparrows, the titmice, the nut-hatches, the cardinal grosbeaks and the bluejays will remain through the winter, and will be joined by a complement of northerners, such as the snow-birds, the tree-sparrows, the brown creepers and the golden-crowned kinglets. All these can be readily studied in the disrobed woodlands, whose leaflessness gives all animal life at least a semi-publicity. That is some compensation. Meanwhile let patience have her perfect work until the "fly-aways" shall return on buoyant wing.

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O. T. CORSON, EDITOR.
MARGARET W. SUTHERLAND,
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Educational Press Association of America.

PAPER.	POSTOFFICE.
American Journal of Education..	St. Louis, Mo.
American Teacher.....	Boston, Mass.
American School Board Journal....	.....
.....	Milwaukee, Wis.
Colorado School Journal.....	Denver, Colo.
Educational News.....	Newark, Del.
Educational Review.....	New York, N. Y.
Education.....	Boston, Mass.

PAPER.

Interstate Review	Danville, Ill.
Iowa Normal Monthly.....	Dubuque, Iowa.
Journal of Pedagogy.....	Binghamton, N. Y.
Kindergarten News.....	Springfield, Mass.
Midland Schools.....	Des Moines, Ia.
Michigan Moderator.....	Lansing, Mich.
New England Journal of Education....	.....
.....	Boston, Mass.
Northwestern Journal of Education ...	.....
.....	Lincoln, Neb.
Ohio Educational Monthly.....	Columbus, Ohio.
Pacific Educational Journal.....	San Francisco, Cal.
Primary Education.....	Boston, Mass.
Popular Educator.....	Boston, Mass.
Public School Journal.....	Bloomington, Ill.
Pennsylvania School Journal.....	Lancaster, Pa.
Primary School.....	New York, N. Y.
School Review.....	Hamilton, N. Y.
School Bulletin.....	Syracuse, N. Y.
School Education.....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal.....	Dallas, Texas.
Teachers' Institute.....	New York, N. Y.
Western School Journal.....	Topeka, Kansas.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education.....	Madison, Wis.

— A subscriber writes, "I wish to say I heartily endorse F. B. Pearson's suggestions in regard to a systematic plan of instruction in our county institute work. Give us the opinion of others through the columns of the Educational Monthly."

The "columns" are open for an expression of opinion on the subject.

— We wish to remind our subscribers who have not paid that December 1 is the limit of time for payment at the \$1.25 rate. After that date \$1.50 will be due.

— For the benefit of inquiring members of the O. T. R. C. we again call attention to the plan of work outlined by Dr. Burns in the September Monthly.

During October, November and December:

1. The American Government, and whichever of the current history periodicals the club shall choose; the latter continued throughout the year.

2. Introduction to American Literature.

3. In Bird Land.

During January, February, March and April:

1. Pedagogy.

2. Shakespeare.

3. In Bird Land (March and April).

Of course studies in the American Government may well continue later and those in Pedagogy begin sooner.

The articles bearing upon the different books will follow this plan as closely as possible, and it is suggested that the different circles throughout the state take up the work in the order outlined.

THE SONG OF THE PENCIL.

(After Hood—and the “Modern Educationists”)

BY PRIN. TOM F. M'BEATH,

(Jacksonville, Fla., Grammar School.)

Write, write, write,
With weary hand and brain;
Write, write, write,
Then write it over again!
Write till the eyes are dim
And dull and heavy and red:
Write till the little heart
Aches under the aching head!
Write till the fingers are numb
And the nerves are quick and sore,
Till the little brain
Is dulled with pain;
Then go and write some more!

O, for the good old times
When the children had time to
be glad,
Before the days
Of the cruel craze
Of the worship of pencil and pad!
Now it's “Copy a page from the
reader,”
Now, “Jot down a list of words,”
Now “Scratch off a model solution,”
Now “Write us a story of birds;”
Then it's “Go to the blackboard and
sketch off
As quick as ever you can
How a boy would go in a steamship
From Troy, New York, to Japan;
And the sights and scenes he would
see there,
And all that they might do in the
towns;
Then make a list from your story
Of all the verbs and the nouns.”

And so from the early morning
Through the dragging hours till
night,
To the poor little helpless children
It is “Write,
write,
write,
write,
write,
write,
write,
write!”

Till one thinks of a far-off City
In a “Country bright and fair,”
And blesses the good All-Father,
That “There'll be no” writing
there!
For it's write, write, write,
With weary arm and brain;
Write, write, write,
Then write it over again!
Write till the eyes are dim
And dull and heavy and red;
Write till the aching hearts
Ache under each aching head!
Write till the fingers are numb
And the nerves are rasped and
sore,

And each little brain
Is dizzy with pain,
THEN GO AND WRITE SOME MORE!
—*Southern School.*

STATE EXAMINATION.

The Ohio State Board of School Examiners will hold an Examination in the Capitol, House of Representatives Chamber, Columbus, December 29-31, 1896.

Under the law, the Board can issue none but Life Certificates. For the present the Board will issue but three grades of certificates, viz: Common School, High School, and Special Certificates.

Applicants for Common School Certificates will be examined in Orthography, Reading, Writing, Arithmetic, Algebra, Geography, English Grammar and Composition, History of the United States, including Civil Government, General History, English Literature, Physiology and Hygiene, Physics, Theory and Practice of Teaching, and such other branches, if any, as they may elect.

Applicants for High School Certificates, in addition to the above-named branches, will be examined in Geometry, Rhetoric, Civil Government, Latin, Psychology, History of Education, Science of Education. Also three branches selected from the following: Chemistry, Botany, Zoology, Geology, Astronomy, Trigonometry and its

Applications, Logic, Greek, German and Political Economy.

PSYCHOLOGY — REQUIRED FOR EXAMINATION.

James's Briefer Course in Psychology, (Holt); Ladd's Psychology, Descriptive and Explanatory, (Scribners); Preyer's Mental Development of the Child, (Appleton). Recommended for reference: Bowne's Introduction to Psychological Theory, (Harpers); Sully's Psychology, (Appleton); Baldwin's Elements of Psychology, (Holt).

HISTORY OF EDUCATION — REQUIRED.

Compayre's History of Pedagogy, (Heath); Quick's Educational Reformers, Revised Edition, (Appleton); Painter's History of Education, (Appleton). Recommended: Krusi's Life of Pestalozzi, (American Book Co.), Aristotle and Froebel, of "Great Educators Series," (Scribners).

SCIENCE OF EDUCATION — REQUIRED.

White's School Management, (American Book Co.); Lange's Apperception, (Heath); Rozenkranz's Philosophy of Education, (Appleton). Recommended: De Garmo's Essentials of Method, (Heath); McMurry's General Method, (Public School Publishing Company); Page's Theory and Practice, (American Book Co.).

Applicants for Special Certificates will be examined in Special

Branches, and in addition thereto the Psychology, History of Education, and Science of Education prescribed for applicants for High School Certificates.

The standard for both classes of certificates is as follows: Minimum grade for a Common School Certificate, 60; average grade, 80; minimum grade for branches required on a High School but not on a Common School Certificate, 80.

Grades will not be carried forward. Each examination is a unit by itself.

All applicants for certificates of either grade must file with the Clerk of Board, at least *thirty days* before the date of examination, two satisfactory testimonials that they have had at least *fifty months' successful experience* in teaching, and for Special Certificate at least *fifty months' experience* in teaching the Special Branch.

These testimonials should be from educators well known to the Board.

The holder of a Common School Certificate may receive a High School Certificate by passing examination, at one meeting of the Board, in all the additional branches, as above stated, and furnishing satisfactory evidence of continued success in teaching.

No branch will be added to a Common School Certificate after the date of its issue; but, when issued, such certificate shall name the additional branches, if any, upon

which the applicant has passed a satisfactory examination.

Eminent attainments in any particular line of study will receive due consideration in determining an applicant's qualifications.

As an essential condition of granting a certificate of either grade, the Board will require evidence that the applicant has had marked success as a teacher, and has a good knowledge of the science and art of teaching.

Each applicant for a certificate shall pay to the Board of Examiners a fee of five dollars; and the Clerk of the Board shall pay to the State Treasurer all fees received.

The requirements relating to applicants for Special Certificates, the fifty months of successful experience requirement, and the rule that applications must be filed at least thirty days before date of examination will be strictly adhered to. There will not be an additional list of questions in Civil Government for Common School Certificates, but the list in History will include questions in Civics.

The Board is often asked what book or books form the basis for examination in certain branches. No special books are the basis in any branch save Psychology, History of Education and Science of Education. In these our Circular clearly states what books are required. A broad general knowledge of any subject such as may be obtained by wide reading and a

careful study of modern text-books is required to pass creditably any branch for any grade of certificate.

The Board have had but one or two applications for Special Certificates since adopting the rule requiring such applicants to be examined in Psychology, History of Education and Science of Education. The fact is suggestive.

The Neil House will be headquarters for the Board during the Holiday Examination. Rates of \$2.50 per day, \$2.00 per day where two occupy the same single room, have been secured. This rate is a rare concession from so excellent a House. Those desiring to locate elsewhere can easily procure accommodations in many places near the Capitol.

Applicants should be on the ground the afternoon of December 28, as the examination begins at 8:30 A. M. the 29th.

Address all inquiries to the Clerk of the Board.

J. P. SHARKEY, Eaton, O.

EASTERN OHIO AND WESTERN WEST VIRGINIA ROUND TABLE.

Marietta had the pleasure of entertaining the Eastern Ohio and Western West Virginia Superintendents and Principals' Round Table the 15th, 16th and 17th of October. Fifty-nine topics had been proposed for discussion. The first session was called to order by Prof. M. R. Andrews in A. K. Literary Hall of Marietta College.

Supt. D. W. Shields of New Martinsville, W. Va., was elected Chairman and Mr. H. E. Smith, Principal of the Marietta High School, was chosen Secretary. The attendance of members outside of Marietta was small; but the discussions were lively and the meetings were very interesting.

"Are examinations a sufficiently accurate measure of knowledge and intellectual power in making promotions?" was a question which provoked some animated speeches and which was answered by resolution in the negative. It is gratifying to see how rapidly educators in our public schools are getting away from mere mechanical grinding.

The discussion of "play-ground privileges" led to a general conclusion that children should be allowed the utmost liberty in their games and sports as long as they do not interfere with the rights and privileges of others, nor with morality.

The Committee of Ten would not feel flattered over the development of the discussion on the following topic: "The four great branches of study enumerated by the Committee of Ten—their relation, importance and the proportion of time to be given to each in the schools within the circle of the Round Table." It would seem that the recommendations of the Committee have been little heeded, although there were general concessions that many of the Committee's

suggestions were practicable for adoption in this part of the state.

The association declared in favor of more thorough training for teachers.

Probably a dozen other topics were discussed with profit and interest. The Marietta teachers attended the sessions very regularly and found keen delight in the sparring of some of the speakers.

The visiting members spent a half day in visiting the schools of Marietta and in studying the historic earth-works. The next meeting will be held in Moundsville, W. Va., when Supt. D. T. Williams of Moundsville, Supt. H. G. Williams of Bellaire and Supt. James Duncan of Bridgeport will serve on the Executive Committee.

W. W. BOYD.

N. E. A.

In a personal letter received two weeks since from Hon. Charles R. Skinner, State Superintendent of Public Instruction of New York, and President of the N. E. A., we are informed that he had just returned from Milwaukee, where the committee has decided to hold the next session of the Association, provided satisfactory railroad arrangements can be made.

Milwaukee is fully able to care for the N. E. A., but she will need all the organization at her com-

mand to keep up the high standard set by Buffalo at the last meeting.

So far as attendance is concerned, Ohio can be counted on to furnish her full share.

In this connection the following information regarding the meetings and officers of the N. E. A. may be of interest:

The Association has held thirty-three meetings as follows: Two at Philadelphia, 1857, 1879; one at Cincinnati, 1858; Washington, 1859; Buffalo, 1860; Chicago, 1863, 1887; Ogdensburg, 1864; Harrisburg, 1865; Indianapolis, 1866; Nashville, 1868, 1889; Trenton, 1869; Cleveland, 1870; St. Louis, 1871; Boston, 1872; Elmira, 1873; Detroit, 1874; Minneapolis, 1875; Baltimore, 1876; Louisville, 1877; Chautauqua, 1880; Atlanta, 1881; four at Saratoga, 1882, 1883, 1885, 1892; Madison, 1884; Topeka, 1886; San Francisco, 1888; St. Paul, 1890; Toronto, 1891; with International Congresses of Education, Chicago, 1893; Asbury Park, 1894; Denver, 1895. There were no meetings in 1861, 1862, 1867, 1878.

The presidents of the N. E. A. have been: Zalmon Richards, A. J. Rickoff, J. W. Bulkley, John D. Philbrick, W. H. Wells, S. S. Greene, J. P. Wickersham, J. M. Gregory, L. Van Bokkelen, Daniel B. Hagar, J. L. Pickard, E. E. White, B. G. Northrop, S. H. White, William T. Harris, William F. Phelps, M. A. Newell, John Hancock, J. Ormond Wilson, James H. Smart, G. J. Orr, E. T. Tappan, Thomas W. Bicknell, F. Louis Soldan, N. A. Calkins, W. E. Sheldon, Aaron Gove, A. P.

Marble, James H. Canfield, W. R. Garret, E. H. Cook, Albert G. Lane, Nicholas Murray Butler, Newton C. Dougherty, and Charles R. Skinner (1897).

GROWTH OF TOWNSHIP SUPERVISION.

Notwithstanding the hard times the township boards of education in many sections of the State are adopting supervision, and whenever or wherever it is put to the test faithfully, it proves to be an excellent financial as well as an educational investment. The additional expense is small, and the increased attendance always resulting from systematic organization makes the per capita cost of education less than under the old plan of no organization or supervision.

As an indication of what is being done in one of the counties of the State the following, which appeared in one of the local papers of De Graff, Logan county, is reproduced here:

A STEP FORWARD.

At a meeting of the Board of Education of Bloomfield township, last Monday evening, it was decided to adopt the graded school system, and hire a Superintendent. Prof. C. J. Britton of our schools, was unanimously chosen Superintendent, and given power to draft a course of study and make such rules as will promote the best interests of all the schools in the township. These will be submitted to the board for adoption. Mr. Britton informs us that he will add these duties to his present work as

Superintendent of the De Graff schools. The task will be arduous, but we believe him equal to the work, and are sure the board could not have found a better man to start the good work of grading their schools. It is the most advanced step ever taken in school work in that township, and the new order of work will have the hearty support of each teacher, and every patron should enter into the spirit of the movement, giving it his undivided co-operation, thus making it an assured success.

As proof of this, we refer to the Union township schools, the course of study of which was arranged by Prof. Britton, he giving his time and attention to getting the schools in working order under the graded system. These schools have been working under the graded system for the past three years, the first year under the Superintendency of Mr. O. G. Hershey, and the last two under Mr. T. J. Class, the latter gentleman having been elected to the same position for the coming year. The patrons of this school could not be induced to go back to the old hap-hazard way of doing school work.

FIELD NOTES.

—We are indebted to Supt. Mark, (a former "Buckeye"), of Louisville, Kentucky, for a copy of the new course of study for the public schools of that city, and take the liberty of quoting the following sentences from the introduction:

A good course of study merely indicates the lines along which work must be done, and specifies the best books to be used in doing the work.

The books are not to be taught, but only to be used as tools in the hands of the teachers to properly shape and mold the mind of the child by bringing it into proper relation to the subject to be taught.

—The teachers of Darke county held an enthusiastic meeting at Greenville, October 17. The following program was carried out:

Forenoon: 9:00, Music; 9:15, Devotional Exercises; 9:30, Address, Supt. C. L. Van Cleve, Troy, O.; 10:45, Civil Government, Supt. J. P. Sharkey, Eaton, O.

Afternoon: 1:15, Music; 1:30, Address, C. L. Van Cleve; 2:15, Matter vs. Method, J. P. Sharkey.

—A. A. Schear, formerly of Tuscarawas, is now superintendent of Liverpool township, Medina county, and also principal of the township high school. One of the first things he did was to organize a reading circle.

—Supt. E. E. McCaslin of Jeffersonville reports the work in his new field as opening up very pleasantly. The total enrollment is 235 with 36 in the high school.

—A letter from Supt. George A. Chambers of Delaware, dated October 6, brings the sad news of the death of Supt. E. P. Hoover of Powell.

In commenting upon his work and character, Supt. Chambers says:

I have been personally acquainted with Mr. Hoover for several years. He sustained a good repu-

tation as a thorough going teacher in this county. At the time of his death he was superintendent of the Liberty township schools. During the past three years he has lifted up the schools of this township and put them in a well organized condition. In the death of Mr. Hoover, Delaware county loses an aggressive teacher, a good citizen, and a Christian gentleman.

—Supt. Burns of Defiance organized a reading circle at the opening of school, and it now includes in its membership all the regular and substitute teachers, and several other interested parties including the wife of one of the members of the board of education. There are now two pupils' circles in the high school.

—The School Masters' Club of Springfield, Ohio, was organized in March, 1895, and includes the following members: Carey Boggess, H. E. Boggess, Gustav Broemel, W. O. Easton, Daniel Ebersole, C. A. Kizer, R. W. Lawrence, L. M. Layton, B. D. Long, Peter Lynch, B. B. McIntire, L. S. Meloy, Salathiel Ogan, Clarence Paschall, C. C. Patterson, T. J. Rebert, P. T. Spinning, A. E. Taylor, E. W. Tiffany, and J. S. Weaver.

The following is their program for 1896-97:

October 9: Paper, What should be the guiding thought of the teacher in his actual work of teaching? C. C. Patterson; Discussion, Salathiel Ogan, C. A. Kizer, R. W. Lawrence. Paper, Nathaniel Hawthorne, L. S. Meloy.

October 23: Paper, What can be done to retain pupils in school throughout the course? Carey Boggess; Discussion, C. A. Kizer, J. S. Weaver, Peter Lynch. Paper, Cuba, Daniel Ebersole.

November 6: Paper, What should be the extent of instruction in English Grammar? B. D. Long; Discussion, Clarence Paschall, C. C. Patterson, A. E. Taylor. Paper, The Monroe Doctrine, A. E. Taylor.

November 20: Paper, How shall we deal with the tobacco habit? B. B. McIntire; Discussion, H. E. Boggess, L. S. Meloy, B. D. Long. Paper, The partition of Turkey, L. M. Layton.

December 4: Paper, The mental development of the child, Daniel Ebersole; Discussion, Carey Boggess, W. O. Easton, Salathiel Ogan. Paper, James Russel Lowell, T. J. Rebert.

December 18: Paper, The bad boy, and what can be done with him? H. E. Boggess; Discussion, Daniel Ebersole, B. B. McIntire, E. W. Tiffany. Paper, "X-Rays," P. T. Spinning.

January 8: Paper, What should be the attainments of pupils on leaving the elementary schools? Peter Lynch; Discussion, C. C. Patterson, Gustav Broemel, L. M. Layton. Paper, University Extension, Carey Boggess.

January 22: Paper, Is the teaching of patriotism enhanced by the observance of so many special days? A. E. Taylor; Discussion, T. J. Rebert, Carey Boggess, P. T. Spinning. Paper, Canadian Politics, Clarence Paschall.

February 5: Paper, Horace Mann, E. W. Tiffany; Discussion, A. E. Taylor, Peter Lynch, W. O.

Easton. Paper, The Siberian Railway, Gustav Broemel.

February 19: Paper, From the near to the remote in teaching history, R. W. Lawrence; Discussion, P. T. Spinning, Clarence Paschall, H. E. Boggess. Paper, The Great Lakes, J. S. Weaver.

March 5: Paper, What is a practical education? Salathiel Ogan; Discussion, L. S. Meloy, E. W. Tiffany, B. D. Long. Paper, Tesla and his discoveries, C. A. Kizer.

March 19: Paper, Personal investigation by the pupil, W. O. Easton; Discussion, J. S. Weaver, Gustav Broemel, C. A. Kizer. Paper, The Transvaal, H. E. Boggess.

April 9: Paper, Present tendencies in teaching, L. S. Meloy; Discussion, B. B. McIntire, Daniel Ebersole, L. M. Layton. Paper, Henry D. Thoreau, C. C. Patterson.

April 23: What shall we do with the especially brilliant pupil? L. M. Layton; Discussion, B. D. Long, P. T. Spinning, L. S. Meloy. Paper, William Dean Howells, R. W. Lawrence.

May 7: Paper, The value of history and literature in moral training, Gustav Broemel; Discussion, R. W. Lawrence, C. A. Kizer, J. S. Weaver. Paper, Influence of the Huguenots on the United States, Salathiel Ogan.

May 21: Paper, How can the Teachers' Institute be made more useful? T. J. Rebert; Discussion, Peter Lynch, Clarence Paschall, Carey Boggess. Paper, Influence of the Puritans on the United States, W. O. Easton.

— The Champaign county teachers carried out the following program at their first bi-monthly meeting at Urbana, October 17:

Morning session — Arithmetic: 1. How much, W. A. Lowry, Prin. McCrea School; 2. Mechanical Processes, S. B. Price, Prin. Cent. Dist., Urbana; 3. Thought Development, G. M. Deaton, Urbana township; 4. The Newer Methods, Miss Elberta Dressback, St. Paris Schools; 5. General Discussion.

Afternoon session — Paper, A higher education for teachers, Miss Minnie E. Hadley, Sidney High School; Recitation, The convict women of Port Blair, Miss Bertha Heiserman, Urbana Schools; Address, Rev. W. O. Thompson, D.D., Pres. Miami University.

— The discussion at the forenoon session of the Preble County Teachers' Association held at Eaton, October 10, indicated that the teachers present were deeply interested in the work of the O. T. R. C. and were deriving great benefit from their study of the prescribed course.

At the afternoon session Supt. J. H. Rowland of Middletown made an excellent address on the value of a systematic study of literature in the public schools. This address was well prepared and the entertaining manner in which it was delivered made it very pleasing and interesting to all present.

The editor was once more the recipient of very kind treatment from the good friends in his old home both in their cordial greetings and in the patient hearing they gave to his discussion of the originality of the teacher.

— At the fall session of the Richland County Teachers' Association

held at Belleville, October 24, a portion of the time was occupied in Round Table discussions. "Teachers' Helps" was discussed by Supt. Geo. W. Miller of Osceola, and "Reading," by Supt. E. D. Williams of Butler. The session closed with an address by President Canfield, O. S. U.

— The Greene County Teachers' Association was held at Xenia, October 17. The following program was carried out:

Opening exercises conducted by Rev. J. J. McCabe.

Music.

Inaugural address, Prof. G. A. Hubbell, Antioch College.

Music.

"A plea for the study of English," Supt. J. E. Collins, Yellow Springs. Discussion, Supt. D. H. Barnes, Fairfield.

Music.

Intermission.

Music.

"The study of Civics," Mr. J. S. Thomas, Jamestown. Discussion, Supt. M. J. Flannery, Jamestown.

Music.

Reading, Miss Louise M. Graff, Teacher of Elocution, Antioch College.

Address, "Music and Literature," Prof. A. J. Gantvoort, College of Music, Cincinnati.

The secretary, Miss Lena Gilbert, writes that the meeting was a very profitable, and enthusiastic one. In addition to the regular program, Rev. Leander S. Keyser was present and gave a very interesting talk on "How to go a Birding."

— From the report of Supt. Lane of Chicago, for the year ending June 26, 1896, we learn that there were enrolled in the schools of that city the past year, 213,825 different pupils under the control of 4,668 teachers. In the first grade there were 37,032 pupils, and in the eighth grade, 6,786.

— We are under obligations to Supt. Boggess of Springfield for the annual report of the schools of that city for the year ending August 31, 1896.

— The Board of Education of the Belle Center public schools has just issued a new Manual prepared by the superintendent, D. O. Dean.

— The Muskingum county teachers held an enthusiastic meeting at Dresden, October 17. Addresses were made by W. A. Axline, J. M. Carr, and Supt. Lash, all connected with the schools of Muskingum county; also by Supt. Fenton of Coshocton, Supt. McMillan of Denison, Dr. McBurney of Cambridge, and Dr. Arthur Allin of Athens. Supt. Baughman of Dresden had charge of the arrangements all of which were very satisfactory.

— Prof. P. C. Palmer of New Philadelphia has our thanks for a copy of his catalogue of the Modern Correspondence Normal.

— The present enrollment of pupils in the Lancaster schools shows a marked increase. The enrollment in the High School is the

largest in the history of the schools. The propriety of a new high school building is now under consideration. Supt. Burgess, after five years of efficient service, justly receives commendations from all sides.

— An exceptionally successful meeting is reported as being held at Piqua, October 17, 1896. At the forenoon session, R. M. Brown of Troy discussed "United States History," and R. S. Parsons of Rex, "Phonics." In the afternoon, President Canfield delivered an address which was highly appreciated by all.

A very pleasing feature of the program was the excellent music in charge of Prof. Welgamood of the Piqua schools.

— The teachers of Franklin township, Franklin county, are greatly interested in their new township paper, *The Franklin News*, a copy of which has reached the editor. It is devoted exclusively to school matters, and with the purpose of aiding the teachers and board of education in systematizing the work.

— The Cincinnati High Schools start out with 2,190 pupils, of which number 850 are enrolled in the new Walnut Hills High School.

— The course of lectures given under the auspices of the Teachers' Club for this year, is announced, as follows: Miss Emma Louise Parry, October 16, subject, "The Old Emperor and Modern Germany;" Prof.

T. C. Mendenhall, November 20, "The Behring Sea Controversy" (illustrated); Chas. F. Underhill, December 18, reading, Shakspeare's "Midsummer Night's Dream;" Prof. P. V. N. Myers, Dean of the University, January 15, "The Under-world as a Factor in History;" symposium, January 29, "The Government of Cities;" J. DeWitt Miller, February 19, "Three-thirds of a Man;" Leon H. Vincent, March 19, "Emerson;" symposium, April 2, "The Labor Problem."

The symposiums will be participated in by prominent citizens of Cincinnati, whose names will be announced in due time.

— Mr. Bryant Venable is now instructor in English in the University of Cincinnati. Mr. Venable was one of the founders of the Cincinnati Summer School, where he taught Latin, French and English. He obtained the Social Settlement scholarship of the University, and will pursue his studies in sociology for a master's degree.

— A few weeks since the friends of Le Roy D. Brown, formerly school commissioner of Ohio, but for several years past engaged in educational work on the Pacific coast, were pained to hear that he was dangerously ill with pulmonary disease at his home in San Luis Obispo, California.

We are very glad to be able to publish the following extract from a letter written by him October 13:

In reply to your kind inquiry, I would state that after a serious attack of lung fever beginning about the 1st of September, I am sitting up a portion of each day, and feel that with care I shall be myself in a few months. I have taken leave of absence from school work till January 1st, by which time I hope to resume school duties. As well as I can recollect this is my severest illness since my discharge from the army and this is my first "lay off" from work that I have taken since I came West.

— The Central Ohio Teachers' Association will hold its annual meeting in Springfield, Ohio, November 6 and 7.

A program of rare excellence has been arranged and will be sent out as soon as all the details can be worked out.

The promises are that this meeting will measure up to the high standard of former ones.

— The Logan High School enrolls 121 pupils, and the average daily attendance for the month ending October 9, was 117.

— The first quarterly meeting of the Van Wert County Teachers' Association was held October 24. The following program was carried out:

Inaugural: The Country School, its Weakness and its Strength, Pres. W. D. Dunifon.

Discussion.

The Evils of Tardiness and its Prevention, J. M. Showalter.

Discussion.

Refractory Pupils and how to

deal with them, Supt. G. W. Hurlless.

Discussion.

Township Supervision, McCoy Agler.

Discussion.

Culture vs. Practical Education, Prof. T. A. Davies.

Discussion.

Civil Government: Why and How Teach it? Supt. J. L. Fortney.

Discussion.

Current Events: What to Select and what to Reject, J. F. Smith.

Discussion.

Progress of O. T. R. C.

—At the fall session of the Erie County Teachers' Round Table held at Sandusky, October 24, a number of questions were discussed in a general way, and addresses were made by Prof. A. J. Bookmyer of Sandusky and Prof. W. W. Weaver of Castalia.

—William Tappan's Ohio friends will be interested in knowing that he has returned from California, and has gone to Boston to enter the editorial department of Ginn & Co.

—The Eastern Ohio Teachers' Association will hold its twenty-sixth annual session at New Philadelphia, November 27 and 28. The following program has been prepared, and a pleasant and profitable meeting is assured:

FRIDAY, 1:00 P. M.

Address of welcome, C. L. Cronbach, New Philadelphia.

Response, J. F. Fenton, Coshocton.

Inaugural address, D. W. Matlack, Steubenville.

Horace Mann:

1. The Student, W. H. Gregg, Quaker City.

2. The Lawyer, J. E. Finefrock, Malvern.

3. The Politician, L. E. Baughman, Dresden.

4. The Educator, M. R. Andrews, Marietta.

What Should Pupils Know at the End of the First Year? H. V. Merrick, Cadiz.

Discussion, Cora Whipple, McConnellsville.

Text-Books, Their Use and Misuse, H. B. Williams, Cambridge.

Discussion, H. G. Williams, Belaire.

FRIDAY, 7:00 P. M.

Annual address, L. H. Jones, Cleveland.

Following the address of Mr. Jones, something entertaining will happen. The New Philadelphia teachers have a reputation for ability to entertain which makes comment unnecessary.

SATURDAY, 8:30 A. M.

History of the Creation of the World as Written on the Rocks, Joseph Welty, New Philadelphia.

School Administration, L. D. Bonebrake, Mt. Vernon.

Discussion, W. H. Ray, Carrollton.

Professional Training of Teachers, W. D. Lash, Zanesville.

Discussion, J. H. Lowry, Winterville.

Uniformity of Course of Study for Country Schools, J. M. Richardson, Mineral Point.

Discussion, W. D. Merry, McCleary.

—The attendance at the Northeastern Ohio Teachers' Association held at Canton, October 24, was large, and the interest very marked.

The address of welcome by Superintendent L. W. Day was full of lofty, patriotic sentiment, and was heartily applauded by the large audience, while the response by Mrs. M. M. Bill, President of the Association, expressed very completely the feeling of all present.

We regret very much that lack of space prevents the extended notice which the exercises merit. The following program was carried out:

Some Needs, Methods and Aims in Teaching Reading, Mrs. Ellen P. Miller, Akron.

An Account of the Language Work of the Primary Grades of the Cleveland Public Schools, Supervisor Emma C. Davis, Cleveland.

Class Drill in Geography, Fourth Grade, Miss Nora C. Shively, Canton.

Departmental Teaching in Grades Below the High School, Superintendent R. S. Thomas, Warren.

BOOKS AND MAGAZINES.

American Book Co., Cincinnati, O.:
Robinson Crusoe by Daniel Defoe. Edited by Kate Stephens.

The Princess — A Medley by Tennyson. Eclectic English Classic Series.

Eclectic School Readings. Fifty Famous Stories Retold by James Baldwin.

Second Year in French by L. C. Synus.

A Brief History of the Nations by George Park Fisher, D.D., LL.D., professor in Yale University. The work is based to a certain extent on the author's larger work, "Outlines of Universal History," but it is not a mere abridgment. The Mediæval and Modern Periods are given great prominence.

The Eclectic System of Industrial, Free-Hand and Mechanical Drawing. Nos. 1-8.

Drawing books 1 to 3, per dozen	\$ 1 20
Drawing books 4 and 5, per dozen	1 75
Drawing books 6 to 8, per dozen	2 00
Slate exercise cards, 12 numbers, per dozen	60
Practice drawing books, per dozen	50

Elements of Plane and Spherical Trigonometry, with tables by C. W. Crockett, professor of Mathematics and Astronomy, Rensselaer Polytechnic Institute.

Plants and Their Children by Mrs. William Starr Dana, author of "How to Know the Wild Flowers." A series of easy, interesting lessons

or readings on the wonders of plant life.

Allyn & Bacon, Boston, Mass.:

A Latin Composition for Secondary Schools by Charles E. Bennett of Cornell University. Price 80 cents.

Virgil's Aeneid, Books I-VI, VIII, IX, and selections from the other books. Edited by David Y. Comstock, M. A. Price \$1.40.

C. W. Bardeen, Syracuse, N. Y.:

Essays on Educational Reformers by Robert Herbert Quick. Reading Circle Edition with notes and illustrations. Price \$1.00.

F. Gillum Cromer, Franklin, O.:

United States Historical Outlines for teachers and students. Sixth edition revised and enlarged. Price 50 cents.

Houghton, Mifflin & Co., Boston, Mass.:

A Primer of American Literature by Charles F. Richardson, professor of English in Dartmouth College.

The Princess. Edited by William J. Rolfe. The text is from the latest (1884) English edition, and in the *Notes* all the "various readings" have been given.

Silver, Burdett & Company, New York:

A History of the United States for Schools by William A. Mowry, A. M., Ph. D., and Arthur May Mowry, A. M.

William J. Myers, Fort Collins, Colorado:

An Inductive Manual of the Straight Line and the Circle with many exercises by William J. Myers, Professor of Mathematics, The State Agricultural College of Colorado. Prepared with the purpose of furnishing the student with tools and materials with which he can work out his ideas for himself.

In the *November Century*, Marion Crawford's new novel, "A Rose of Yesterday," is begun, "Why the Confederacy Failed" is discussed by Duncan Rose of North Carolina, and "The Olympic Games of 1896" are described by the President of the International Committee.

In "Open Letters" is printed a fac-simile of the autograph letter of General Grant making application for a command in 1861.

* An important feature of *Harper's Magazine* for several months to come will be a series of papers on the "White Man's Africa," the first paper appearing in the *November number*.

This number is also rich in short stories both humorous and interesting. In the "Editor's Study," Charles Dudley Warner discusses some aspects of the Yellowstone National Park.

"Cheerful Yesterdays" is the title of the first of a series of very interesting reminiscences by Colonel Thomas Wentworth Higginson

appearing in the *November Atlantic Monthly*.

Jacob A. Riis, the author of "How the Other Half Lives," gives a number of interesting and pathetic sketches from life under the suggestive title of "Out of the Book of Humanity."

In addition to a large number of articles on political, social, and economic questions, the *November Arena* contains a paper by Mrs. Mary M. Harrison, who has for years made a study of child life, on "Children's Sense of Fear," which will be of especial interest to those engaged in training the young.

The *November St. Nicholas* is full of interest. John Bennett gives

chapters I, II and III of "Master Skylark," and Thomas H. Kearney, Jr., tells "How Plants Spread." "How the Bad News Came to Siberia" is told by George Kennan in a very interesting and instructive manner, and "An Old-time Thanksgiving" is well described by M. Eloise Talbot.

The *North American Review* is always up to the standard of the very best magazines, containing articles from the best writers on all questions of public importance.

The Review of Reviews is one of the best magazines published, and to the busy man or woman is indispensable.



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RECOLLECTIONS OF RIDGEVILLE SCHOOL.

PART II.

BY W. H. VENABLE.

In the line of teachers rapidly succeeding one another in the Ridgeville school after the time of the Kimballs and Coates Kinney, I make brief mention of a few, but am not able to place them in chronological order. Among those whose date of service must have been prior to 1852, I recall a sandy-haired, genteel young Virginian by the name of Lewis, one of whose daughters I have since had the pleasure of teaching in a high-school. I remember also a certain Mr. Budd who afterwards blossomed into a very reputable lawyer, and married one of the Ridgeville girls, Miss Cornell. Later came a portly young man of Quaker origin, named Johiel Mulen, who wore a long linen coat, and took us one day on a delightful picnic excursion. That is about all I can say of his short administration. Our school must

have been his stepping-stone, for he studied medicine while teaching and soon developed into a successful doctor. I was interested in his first name, because I did not suppose, until I met him, that any man outside of the Bible could be named Johiel. A third incumbent of the pedagogical chair, one of whom I think with particular satisfaction, was Mr. John P. Hole who, I believe, became an influential and justly honored educator in northern Ohio. I trust he is still engaged in the noblest of all professions, and would be glad to renew his acquaintance. As I remember Mr. Hole, he was modest almost to shyness, a fact which did not prevent his patrons and pupils from discovering his intellectual and moral merits. He was tall and slender, and he also wore a long linen coat, such as is called a duster. I asso-

ciate this summer garment with his memory from the circumstance that he came to my father's house on Saturday with his outer pockets filled with spring beauties, violets, and other wild flowers, which floral treasures he had deposited where he supposed they would not be observed by any unsentimental farmer who might, on discovering such a sign of the school-master's weakness, report him as effeminate, and therefore unfit for the stern duties of his office. The prejudice which many of the country people, both men and women, of strict Puritanic or plain Quaker training manifested against flowers and other beautiful objects in nature and art, I often think about with wonder. The best service which Mr. Hole did for the school and the neighborhood was this: he kept for sale at the lowest prices a few good books, choice works of the highest literary value. His store was hidden away under the sloping lid of his big desk, and now and then a pupil was induced to make a small purchase, not for the enrichment of the seller's pocket, but to increase the wealth of the buyer's mind. I remember begging of my mother a silver dollar which, with throbbing eagerness, I exchanged for a copy of Irving's *Sketch Book*, bound in green cloth.

In the period of which I write, men only were considered competent to conduct the education of

children in common schools. The "old foggy" element of our district was much disturbed when a woman, Miss Mary Ann Janney, was chosen by the directors to manage the Ridgeville school during a summer term. The lady's administration proved a phenomenal success. I take occasion to record my testimony that Miss Janney, a born lady, quiet, dignified, with the refined culture which comes from living in a home filled with books, and the stimulating influence of nice parents and congenial brothers and sisters, was one of the best teachers I ever knew.

The several instructors I have just mentioned were fully competent to discharge all the duties of their profession, but, at the time of their service in Ridgeville, I was too young, or, at least, not sufficiently developed to appreciate them, or to realize the preciousness of my opportunity. I had no consciousness of learning or of being taught. I was inert, passive, a creature being done-for by everybody and everything, but doing nothing of my own impulse and desire. My intellectual faculties had scarcely been aroused. My passions had taken no special direction; my will had not applied itself to the task of controlling myself. The man to whose skill and enthusiasm I ascribe the awakening of my studious powers made his advent on the tenth of November in 1852.

This man was Mr. Isaac S. Morris, now editor of the *Miami Helmet*, Piqua, Ohio, then, an ambitious young fellow fresh from the classes of Farmers' College near Cincinnati, in which inspiring institution he had been strongly influenced by Professor Alphonso Wood, the distinguished botanist. Morris entered upon the work of teaching with all his mind and with all his soul, and with all his might, and, I may add, he loved his work and his pupils as he loved himself, if not more. Without neglecting the required branches, he introduced new subjects of study and infused a new spirit into the modes of learning. We lived in the midst of nature, having eyes that did not see and ears that did not hear. But he removed the scales from our sight and opened all our senses to the ingress of real knowledge, the fundamental knowledge upon which all books must depend. Especially did he make of botany a scientific pursuit, an enthusiasm and a delight. Morris was the first of my teachers to provoke a spirit of inquiry; he showed his pupils how things happen, and asked us to discover why. Once in a while he would write on the blackboard some question to the whole school, designed to pique curiosity and to set the brains in action. "Why do cold fingers ache?" was the inscription we saw on the wall one frosty morning,

when we came to our desks benumbed by the outside cold.

Mr. Morris's educational energy was not limited to the nine or ten hours daily given to his pupils in school. He led us to battle of evenings against competing schools in contests of spelling, a species of scholastic warfare which still survived in the neighborhood. The boys and girls of our district had an unshaken faith that our master could out spell any other; I never knew him to miss a word. He was our captain, and led us to many victories and some defeats. I was wounded deeply at the battle of Salem, in which I went down betrayed by the treacherous word *demesne*, in which I transposed the absurd *s* to the wrong side of the *n*. But all the hosts of the enemy were slain by the same weapon. Finally, Morris handled it right.

Better than any spelling-school was the never-to-be-forgotten debating society which Mr. Morris started, and not only started, but kept going during the entire period of his residence in Ridgeville. I am tempted to decide that that debating society was the best thing that ever came to our rural community. It taught everybody a little of everything, and set even the dullest to meditating on subjects the most vital and invigorating. We met every Saturday evening in the school-house; every seat was filled, and, on exciting occasions,

the aisles were crowded with standing auditors. The schoolboys were encouraged to participate in the exercises. I will not dwell upon the tempting theme, further than to say that, under the persuasive urgency of Perry Bunnell, Dr. Stokes and others, I precipitated my maiden speech upon an applauding audience in the course of a heated discussion on the resolution: "The American Government should intervene in behalf of Kossuth and oppressed Hungary." It is needless to say that my oration was on the side of liberty or death. When I rose I found my knees shaking as if they had an ague, and when I sat down, my heart thumped faster than the drum beats of a reveille. It was a delirious agony, but our side beat.

The story, *Uncle Tom's Cabin*, was published serially from June 1851 to April 1852 in the *National Era*, a Washington newspaper edited by Dr. Gamaliel Bailey. Mr. Morris was perhaps the only subscriber to this journal in Warren county. Though not given to reading fiction, he was fascinated by this wonderful tale, and called the attention of my father to the most wonderful and powerful romance of the period. The files of his copy of the paper were sent to our house, and we all eagerly read the successive chapters.

In response to a recent letter requesting Mr. Morris to furnish reminiscences of his educational

work in Ridgeville, he writes: "My wife and I were married on the sixth of November 1851, at her home four miles north of Wilmington, and four days later I went to Lebanon to secure a position with Mr. Hurty in the Union Schools. At the same time that I was examined, a graduate from Bowdoin College, Me., passed the like ordeal, and though both passed satisfactorily, he was chosen from having been invited there, while I volunteered. Professor Hurty, however, gave me a written recommendation to the Ridgeville directors, Enos and Richard Lackey and William Venable. We moved into two rooms at Mr. Riley's, went to house-keeping in a very simple way, but both with good heart for the work before us. On the tenth of November I began a term of school which continued till March 12, 1853, for which I was to receive thirty dollars per month.

"I had never seen the faces of any of the pupils, but we soon became acquainted, as you remember, and things went on well.

"I remember the school with a great deal of satisfaction, especially as regards a few families, the Venable, Keevers, Rileys, Bunnells, Janneys, whose children made excellent progress all through my stay with them. Then there were others, the two Lackey families, the Cornells, Slades, Parlotts, Staleys, and others now lost to my memory, who treated me kindly, but were

too full of fun to improve as I desired.

"Poor Johnny ——, you will remember. He chewed tobacco while he studied,—or tried to learn,—the alphabet, but the poisons had so destroyed his mental powers that it was the slowest kind of work for him. Really the boy was almost idiotic. One day I said to him, 'John, you ought never put the filthy stuff in your mouth; it is very bad for you and you will never grow to be a man.' He looked up to me with a vacant stare and said, 'I likes it.' I suppose he used it till he died.

"Both winters, Perry Bunnell, William Baird, Leonidas Janney, and a few others, joined with me to settle the slavery and temperance questions, which we did unanimously, each to his own satisfaction, since we left them just as they were, but enjoyed the inestimable privilege of the American citizen, of thinking for ourselves and giving the fullest expression to our thoughts.

"In the spring of 1853, I was elected Superintendent of the Public Schools at Eaton, Ohio, and, on the sixth of April entered upon my duties there. I do not know who was my predecessor at Ridgeville, but I was followed by Henry Lord Sterling, who stole a horse pretty soon after going there, and hid him out in the woods. Somebody, chancing to go through the jungle, found the horse, and rightly sus-

pecting that all was not according to the moral law, 'laid for' Mr. Sterling, and he went to Columbus to serve the State a while. The next summer, I think it was, I was at the Capital city, and visited the 'Pen.' I saw the striped fellows file out for dinner, and saw my successor right in the face and he saw me, and turned his face as though moved by electricity. H. L. S. bought our kitchen stove and some potatoes and other stuff, and paid for them by a note which has been of that kind popularly known as 'slow notes,' though it was given for '90 days.' "

Not everyone can boast of having had a horse-thief for his schoolmaster; I must devote a paragraph to the gentleman bearing the distinguished name, Henry Lord Sterling, or, "H. Lord Sterling," as he preferred to write the signature. The man modestly claimed to be a scion of nobility in unfortunate circumstances. The "Lord" and the "Sterling" put together certainly formed a very impressive combination. In person, Mr. Sterling was tall, though he stooped a little; his features were regular and rather handsome; his forehead was high, his complexion colorless, his teeth conspicuously regular and pearly. He lisped a little, and his expression was habitually serious, even solemn. As for his dress, it was exceedingly neat and well-fitting. Some mystery hung about his antecedents, and gossip was

kept busy guessing at his character and motives. Once it was whispered by a school-girl given to detraction, that her father had caught a glimpse of a pack of gaming cards in Lord Sterling's overcoat pocket; but when this malicious story was told on the playground, there was not a girl or boy who believed it. In fact, we innocent and unsuspecting young folk were much devoted to our new teacher with the grand name and the fine foreign manner. I confess that I was among his most ardent admirers. Never was teacher who seemed more intent upon improving the manners and morals of his pupils. He gave a short lecture every morning on the conduct of life and the formation of character. Furthermore, he took pains to cultivate in us the aesthetic principle, by means of music and literary art. In the second week of the school term, he brought to the school-house a small musical instrument which he called a harmonium, constructed with bellows, reeds and stops, much on the principle of the ordinary melodeon. On this ravishing instrument he would play simple airs, accompanying the notes with his voice in familiar hymns and school-songs. We were supplied with a certain moral songster, containing various verses written with a purpose, set to easy tunes; among these was that very impressive goody-good preachment against nicotine,

"I'll never use tobacco, no,
It is a nasty weed;
I'll never put it in my mouth,"
Said little Robert Reed."

No doubt this fine sentiment would have received the indorsement of Mr. Morris, as it did that of the man who bought his stove. But the school-boys, though they roared it out at the top of their voices, keeping emphatic time with head, heels and hands, really felt that the poem was too juvenile, not to say infantine, for their manly ideals. They were opposed to tobacco, but they despised the puerility of "little Robert Reed," and they mistrusted his vociferous pledge. I am afraid I took the whole matter quite seriously. I am certain I was captivated by the harmonium. I made bold to ask Lord Sterling if I might not learn to play on the instrument, and he readily loaned it me, saying I could take it home and keep it, and practice Saturdays and Sundays, which I did. In the course of time, to the great distress of my mother and sisters, I was able to pick out most of the notes to the sacred tune of "Martyrs," to which I sang:

"Mary to the Savior's tomb,"—

one of the favorite hymns of our pious teacher.

Perhaps it was owing to my confiding trust in all that he said or did that my suave preceptor took me into his confidence, consulted me about ways and means of keep-

ing up an interest, and finally proposed to create me editor of a weekly school paper, intended to be the organ of the advanced classes. The paper was actually started, its name "The Ridgeville Clarion," and Mr. Sterling contributed to the first number an original poem on "The Grave." The Clarion produced a sensation in the school and in the neighborhood; it was not printed, but written out on foolscap and circulated from hand to hand. It was a reform paper from beginning to end, a Miltonian trumpet, sounding for liberty, religion and law. As I now reflect on the fervid enthusiasm of those hopeful days,—as I think of our crusade against tobacco and intemperance and slavery,—as I catch from the past the plaintive notes of the harmonium, and re-

member the proud emotions with which I saw my name at the top of the editorial column of the Clarion, there mingles with my pity for the deluded school-children of whom I was one, a profounder pity and pain for the miserable hypocrite and criminal who inspired so much genuine love for the good, the true and the beautiful. H. Lord Sterling was a horse-thief; he served a term as a convict in the penitentiary. But a protecting Providence isolated what was evil in him from the school in which he taught. He showed us only the noble and aspiring part of his nature, and though he must have been a hypocrite, his vices no more corrupted the youth whom he taught than the mud of a stagnant pool corrupts the white lily which blooms above its surface.

REPORT OF HORACE MANN ON STUDENTS' "CODE OF HONOR."

[At a convention, composed of delegates from the colleges of Ohio, held at Columbus, December 29, 1856, resolutions, "designed to promote the internal tranquillity, the literary progress, and the exemplary conduct of students," were unanimously adopted; and a committee, of which Horace Mann, President of Antioch College, was chairman, was appointed to prepare

an address to the Faculties of Colleges in Ohio, setting forth more fully the subject matter of the resolutions.

The report of this Committee was published in the March number of the *Ohio Journal of Education*, 1857, and at the request of a number of our readers we republish it in full in this issue.—*Editor.*]

REPORT.

Unhappily, no person needs to be informed that a feeling of antagonism towards Teachers often exists among Students. The hostile relation of distrust and disobedience supplants the filial one of trust and obedience. Such a relation necessitates more or less of coercive discipline; and discipline, unless when administered in the highest spirit of wisdom and love, alienates rather than attaches. Though it may subdue opposition, it fails to conciliate the affections.

A moment's consideration must convince the most simple-minded, that the idea of a natural hostility between teachers and pupils is not merely wrong, but ruinous. Without sympathy, without mutual affection, between instructors and instructed, many of the noblest purposes of education are wholly baffled and lost. No student can ever learn even the most abstract science from a teacher whom he dislikes as well as from one whom he loves. Affection is an element in which all the faculties of the mind, as well as all the virtues of the heart, flourish.

Springing from this deplorable sentiment of a natural antagonism between teachers and students, an actual belligerent condition ensues between them. One party promulgates laws; the other disobeys them when it dares; or, what is an evil only one degree less in magnitude than actual disobedience, it

renders but a formal or compulsory compliance;—there being, in strictness, no obedience but that of the heart. One party enjoins duties; the other evades, or grudgingly performs them. Prohibitions are clandestinely violated. A rivalry grows up between the skill and vigilance that would detect, and the skill and vigilance that would evade detection. Authority on the one side and fear on the other, usurp the place of love. Aggression and counter-aggression, not friendship and coöperation, become the motives of conduct, and the college or the school is a house divided against itself.

We gladly acknowledge that there are practical limits, both on the side of Faculties and of Students, to these deplorable results. Still, students do bear about a vast amount of suppressed and latent opposition against Faculties and Teachers, which, though never developing itself in overt acts of mutiny or indignity, yet mars the harmony and subtracts from the usefulness of all our educational institutions.

Though all students do not partake of this feeling of hostility towards teachers, or in the practice of disobedience to their requirements, yet, as a matter of fact, the wrongdoers have inspired the rightdoers with something of their sentiments, and coerced them, as auxiliaries, into their service. A feeling almost universally prevails

throughout the Colleges and Schools of our country, that the students, in each Institution, constitute of themselves a kind of corporation; and that this corporation is bound to protect and defend, with the united force of the whole body, any individual member who may be in peril of discipline, although that peril may have been incurred by his own misconduct. If, then, there is a corporation bound together by supposed collective interests, it is certain that this body will have its laws; and, as laws will be inefficacious without penalties, it will have its penalties also. These laws, by those who are proud to uphold and prompt to vindicate them, are called the "*Code of Honor*,"—a name which at once arouses the attention and attracts the sympathies of ardent and ingenuous youth. Being unwritten laws, with undefined penalties, both law and penalty will, at all times, be just what their framers and executors choose to make them. But unwritten laws and undefined penalties are of the very essence of despotism, and hence the sanctions for violating this Code of Honor, so called, are often terrible,—so unrelenting and inexorable that few, even of the most talented and virtuous members of our literary institutions, dare to confront and brave them. Often they are the very reverse of the old Roman decree of banishment; for that only deprived a citizen of fire and water,

whereas these burn or drown him. They often render it impossible for any supposed offender to remain among the students whose vengeance he has incurred.

The requisitions of this code are different in different places, and at different times. Sometimes they are simply negative, demanding that a student shall take care to be absent when anything culpable is to be committed, or silent when called on as a witness for its exposure. Sometimes they go further and demand evasion, misrepresentation, or even falsehood, in order to screen a fellow-student, or a fellow-conspirator, from the consequences of his misconduct. And sometimes, anyone who exposes, not merely a violator of college regulations, but an offender against the laws of morality and religion, in order that he may be checked in his vicious and criminal career, is stigmatized as an "informer;" is pursued with the shafts of ridicule or the hisses of contempt, or even visited with some form of wild and savage vengeance.

It is impossible not to see that when such a sentiment becomes the "common law" of a literary institution, offenders will be freed from all salutary fear of detection and punishment. Where witnesses will not testify, or will testify falsely, of course the culprit escapes. This security from exposure becomes a premium on transgression. Lawlessness runs riot when

the preventive police of virtuous sentiment and of allegiance to order is blinded and muzzled. Thus, at the very outset, this Code of Honor inaugurates the reign of dishonor and shame. Judged, then, by its fruits, what condemnation of such a code can be too severe?

But, in the outset, we desire to allow to this feeling, as we usually find it, all that it can possibly claim under any semblance of justice or generosity. When, as doubtless it sometimes happens, one student reports the omissions or commissions of another to a College Faculty, from motives of private ill-will or malice; or, when one competitor in the race for college honors, convinced that he will be outstripped by his rival, unless he can fasten upon that rival some weight of suspicion or odium, and therefore seeks to disparage his character instead of surpassing his scholarship; or, when any mere tattling is done for any mean or low purpose whatever;—in all such cases, every one must acknowledge that the conduct is reprehensible and the motive dishonoring. No student can gain any advantage with any honorable teacher by such a course. The existence of any such case supplies an occasion for admonition, which no faithful teacher will fail to improve. Here, as in all other cases, we stand upon the axiomatic truth, that the moral quality of an action is

determined by the motive that prompts it.

But suppose, on the other hand, that the opportunities of the diligent for study are destroyed by the disorderly, or that public or private property is wantonly sacrificed or destroyed by the maliciously mischievous; suppose that indignities and insults are heaped upon officers, upon fellow-students, or upon neighboring citizens; suppose the laws of the land or the higher law of God is broken;—in these cases, and in cases kindred to these, may a diligent and exemplary student, after finding that he cannot arrest the delinquent by his own friendly counsel or remonstrance, go to the Faculty, give them information respecting the case and cause the offender to be brought to an account; or, if called before the Faculty as a witness, may he testify fully and frankly to all he knows? Or, in other words, when a young man, sent to college for the highest of all earthly purposes,—that of preparing himself for usefulness and honor,—is wasting time, health and character, in 'wanton mischief, in dissipation or in profligacy, is it dishonorable in a fellow-student to give information to the proper authorities, and thus set a new instrumentality in motion, with a fair chance of redeeming the offender from ruin? This is the question. Let us examine it.

As set forth in the Resolutions, a

college is a community. Like other communities, it has its objects, which are among the noblest; it has its laws indispensable for accomplishing those objects, and these laws, as usually framed, are salutary and impartial. The laws are for the benefit of the community to be governed by them; and without the laws and without a general observance of them, this community, like any other, would accomplish its ends imperfectly,—perhaps come to ruin.

Now, in any civil community, what class of persons is it which arrays itself in opposition to wise and salutary laws? Of course, it never is the honest, the virtuous, the exemplary. They regard good laws as friends and protectors. But horse-thieves, counterfeiters, defrauders of the custom-house or postoffice,—these, in their several departments, league together, and form conspiracies to commit crimes beforehand, and to protect each other from punishment afterwards. But honest farmers, faithful mechanics, upright merchants, the high-toned professional man,—these have no occasion for plots and perjuries; for they have no offenses to hide and no punishments to fear. The first aspect of the case, then, shows the paternity of this false idea of "Honor" among students. It was borrowed from rogues and knaves and peculators and scoundrels generally, and not from men of honor, rectitude and

purity. As it regards students, does not the analogy hold true to the letter?

When incendiaries, or burglars, or the meaner gangs of pickpockets are abroad, is not he, by whose vigilance and skill the perpetrators can be arrested and their depredations stopped, considered a public benefactor? And if we had been the victim of arson, housebreaking, or pocket-picking, what should we think of a witness who, on being summoned into court, should refuse to give the testimony that would convict the offender? Could we think anything better of such a dumb witness than that he was an accomplice and sympathized with the villainy? To meet such cases, all our courts are invested with power to deal with such contumacious witnesses in a summary manner. Refusing to testify, they are adjudged guilty of one of the grossest offenses a man can commit, and they are forthwith imprisoned, even without trial by jury. And no community could subsist for a month if everybody, at his own pleasure, could refuse to give evidence in court. It is equally certain that no college could subsist, as a place for the growth of morality, and not for its extirpation, if its students should act, or were allowed to act, on the principle of giving or withholding testimony at their own option. The same principle, therefore, which justifies courts in cutting off recusant wit-

nesses from society, would seem to justify a College Faculty in cutting off recusant students from a college.

Courts, also, are armed with power to punish perjury, and the law justly regards this offense as one of the greatest that can be committed. Following close after the offense of perjury in the courts, is the offense of prevarication or falsehood in shielding a fellow-student or accomplice from the consequences of his misconduct. For, as the moral growth keeps pace with the natural, there is infinite danger that the youth who tells falsehoods will grow into the man who commits perjuries.

So a student who means to conceal the offense of a fellow-student, or to divert investigation from the right track, though he may not tell an absolute lie, yet is *in a lying state of mind*, than which many a sudden, unpremeditated lie, struck out by the force of a vehement temptation, is far less injurious to character. A lying state of mind in youth has its natural culmination in the falsehoods and perjuries of manhood.

When students enter college, they not only continue their civil relations, as men, to the officers of the college, but they come under new and special obligations to them. Teachers assume much of the parental relation towards students, and students much of the filial relation towards teachers. A student,

then, is bound to assist and defend a teacher as a parent, and a teacher is bound to assist and defend a student as a child. The true relation between a College Faculty and College Students is that which existed between Nelson and his sailors: he did his uttermost for them and they did their uttermost for him.

Now, suppose a student should see an incendiary, with torch in hand, ready to set fire to the dwelling in which any one of us and his family are lying in unconscious slumber, ought he not, as a man, to say nothing of his duty as a student, to give an alarm, that we may arouse and escape? Might we not put this question to anybody but the incendiary himself, and expect an affirmative answer? But if vices and crimes should become the regular programme, the practical order of exercises, in a college, as they would to a great extent do, if the vicious and profligate could secure impunity through the falsehoods or the voluntary dumbness of fellowstudents; then, surely, all that is most valuable and precious in a college would be destroyed, in the most deplorable way; and who of us would not a hundred times rather have an incendiary set fire to his house, while he was asleep, than to bear the shame of the downfall of an Institution under his charge, through the misconduct of its attendants! And, in the eyes of all right-minded men, it is a far

lighter offense to destroy a mere physical dwelling of wood or stone, than to destroy that moral fabric, which is implied by the very name of an Educational Institution.

The student who would inform me, if he saw a cut-purse purloining the money from my pocket, is bound by reasons still more cogent, to inform me, if he sees any culprit or felon destroying that capital, that stock in trade, which consists in the fair name or reputation of the College over which I preside.

And what is the true relation which the protecting student holds to the protected offender? Is it that of a real friend, or that of the worst enemy? An offender, tempted onward by the hope of impunity, is almost certain to repeat his offense. If repeated, it becomes habitual, and will be repeated not only with aggravation in character, but with rapidity of iteration; unless, indeed, it be abandoned for other offenses of a higher type. A college life filled with the meannesses of clandestine arts, first spotted, and then made black all over with omissions and commissions; spent in shameful escapes from duty, and in enterprises of positive wrong still more shameful, is not likely to culminate in a replenished, dignified, and honorable manhood. Look for such wayward students after twenty years, and you would not go to the high places of society to find them,

but to the gaming-house, or prison, or some place of infamous resort; or, if reformation has intervened, and an honorable life falsifies the auguries of a dishonorable youth, nowhere will you hear the voice of repentance and sorrow more sad, or more sincere, than from the lips of the moral wanderer himself. Now, let us ask, what kind of a friend is he to another, who, when he sees him just entering on the high road to destruction, instead of summoning natural or official guardians to save him, refuses to give the alarm, and thus clears away all the obstacles, and supplies all the facilities for his speedy passage to ruin!

If one student sees another just stepping into deceitful waters, where he will probably be drowned; or, proceeding along a pathway, which has a pit-fall in its track, or a precipice at its end, is it not the impulse of friendship to shout his danger in his ear? Or, if I am nearer than he, or can for any reason more probably rescue the imperiled from his danger, ought he not to shout to me? But a student just entering the outer verge of the whirlpool of temptation, whose narrowing circle and accelerating current will soon engulf him in the vortex of sin, is in direr peril than any danger of drowning, of pit-fall, or of precipice; because the spiritual life is more precious than the bodily. It is a small thing to die, but a great one to be depraved. If a

student will allow me to coöperate with him, to save a fellow-student from death, why not from calamities which are worse than death? He who saves one's character is a greater benefactor than he who saves his life. Who, then, is the true friend; he who supplies the immunity which a bad student *desires*, or the saving warning, or coercion, which he *needs*?

But young men are afraid of being ridiculed, if they openly espouse the side of progress, and of good order as one of the essentials to progress. But which is the greater evil, the ridicule of the wicked, or the condemnation of the wise?

"Ask you why Wharton broke through ev'ry rule?

'Twas all for fear that knaves would call him fool."

But the student says, suppose I had been the wrongdoer, and my character and fortunes were in the hands of a fellow-student, I should not like to have him make report, or give evidence against me, and I must do as I would be done by. How short-sighted and one-sided is this view! Suppose you had been made, or were about to be made, the innocent victim of wrongdoing, would you not then wish to have the past injustice redressed, or the future injustice averted? Towards whom, then, should your Golden Rule be practiced,—towards the offender, or

towards the party offended? Where a wrong is done, everybody is injured,—the immediate object of the wrong directly, everybody else indirectly,—for every wrong invades the rights and the sense of safety which every individual, community, or body politic, ~~has~~ has a right to enjoy. Therefore, doing as we would be done by to the offender, in such a case, is doing as we would *not* be done by to everybody else. Nay, if we look beyond the present deed, and the present hour, the kindest office we can perform for the offender himself is to expose, and thereby arrest him. With such arrest, there is great chance that he will be saved; without it, there is little.

Does anyone still insist upon certain supposed evils incident to the practice, should students give information of each other's misconduct? We reply, that the practice itself would save nine-tenths of the occasions for informing, and thus the evils alleged to belong to the practice would be almost wholly prevented by it. And how much better is antidote than remedy.

But again; look at the parties that constitute a College. A Faculty is selected from the community at large, for their supposed competency for teaching and training youth. Youth are committed to their care, to be taught and trained. The two parties are now together, face to face; the one ready and anxious to impart and to

mould; the other in a receptive and growing condition. A case of offense, a case of moral delinquency,—no matter what,—occurs. It is the very point, the very juncture, where the wisdom, the experience, the parental regard of the one should be brought, with all its healing influences, to bear upon the indiscretion, the rashness, or the wantonness of the other. The parties were brought into proximity for this identical purpose. Here is the *casus foederis*. Why does not one of them supply the affectionate counsel, the preventive admonition, the heart-emanating and heart-penetrating reproof; perhaps even the salutary fear, which the other so much needs;—needs now, needs to-day, needs at this very moment;—needs as much as the fainting man needs a cordial, or a suffocating man air, or a drowning man a life-preserver? Why is not the anodyne, or the restorative, or the support given? Skillful physician and desperate patient are close together. Why, then, at this most critical juncture, does not the living rescue the dying? Because a "friend," a pretended "friend," holds it as a Point of Honor that, when *his* friend is sick,—sick with a soul-disease, now curable, but in danger of soon becoming incurable,—he ought to cover up his malady, and keep the ethical healer blind and far away! When Cain said, "Am I my brother's keeper?" it was a confession of his own

crime. But even that crime, great as it was, fell short of encouraging Abel to do wrong, and then protecting the criminal that he might repeat his crime.

"Where we disavow
Being keeper to our brother, we're
his Cain."

Such is the whole philosophy of that miserable and wicked doctrine, that it is a *point of honor* not to "report,"—though from the most humane and Christian motives,—the misconduct of a fellow-student to the Faculty that has legitimate jurisdiction over the case, and is bound by every obligation, of affection, of honor, and of religion, to exercise that jurisdiction, with a single eye to the good of the offender and of the community over which it presides. It is a foul doctrine. It is a doctrine which every parent ought to denounce wherever he hears it advanced,—at his table, his fire-side, or in public. It is a doctrine which every community of students ought, for their own peace, safety and moral progress, to abolish. It is a doctrine which every College Faculty ought to banish from its halls;—first by extracting it from its possessor, and expelling it alone; or if that severance be impossible, by expelling the possessor with it.

The practicability of carrying out the views above presented, is not an untried experiment. In an Institution with which one of your

Committee is officially connected (Antioch College), the doctrines above set forth were announced at its opening, and have now been practiced upon for a period of more than three years. And they have been attended with the happiest results. Such a degree of order, of regularity, and of exemplariness of conduct has been secured, that, for more than fourteen months last past, and with between three and four hundred students in attendance, not a single serious case for discipline has occurred.

In some respects, the experiment here referred to has been tried under more than an average of favoring circumstances; in other respects, under less. The Institution was new. There was no traditional sentiment, in regard to the so-called Code of Honor, to break down. In that organism, the distemper was not chronic. And further, a large portion of its early members were of mature age,—persons who *came* to College instead of being *sent* there,—whose head and hands were alike unsullied by idea or implement of rowdiness, and who looked with a high-minded disdain upon all those brainless exploits which cluster under the name of College "*Pranks*," or "*Tricks*," or "*Practical Jokes*." We call them *brainless*, because there has scarcely been a new one for centuries,—the professors in these arts being compelled to imitate, because they have too little

genius to invent. Indeed, their best palliation is that they are too witless to know better; or that they suffer under the misfortune of having silly fathers and silly mothers, who have permitted their minds to remain in that *Simia* stage of development through which they were passing up towards manhood; for, at this stage, *quadrumana* and *bimana* will act alike.

Another point, in which the College referred to has enjoyed a great advantage, in regard to the motive-power actuating its students, has been the presence of both sexes. Each sex has exercised a salutary influence upon the other. Intellectually, they have stimulated; morally, they have restrained, one another; and it is the opinion of those who have administered the Institution, that no other influence could, in so short a time, have produced so beneficial an effect. To this, perhaps, it should also be added, that this College discards all artificial systems of emulation, by Prizes, Parts, or Honors, as they are called; so that one of the most powerful temptations, to degrade the standing of a fellow-student in the hope of advancing one's own, is removed.

But, on the other hand, it is obvious that an attempt by a single College, to revolutionize a public sentiment, so wide-spread, so deep-seated, and so fortified by the wicked purposes acting under the disguises of honor and magnanim-

ity, must be an arduous and a perilous enterprise. So true is this, that a hundred individual attempts successively made, though followed by a hundred discomfitures, would supply no argument against the triumphant success of a combined and simultaneous assault, by all our literary institutions, upon the flagitious doctrines of the "Code of Honor." For, while the virus of the code exists in other

seminaries, and in the public mind generally, every new student must be placed, as it were, *in quarantine*; and even this would afford no adequate security that he would not introduce the contagion. It is only when moral health prevails in the places from which he comes, that we can be sure of maintaining it in the place he enters. * * * *

On behalf of the Committee,

HORACE MANN.

PEDAGOGICAL INFERENCES FROM CHILD-STUDY.

By T. S. LOWDEN, Superintendent of Schools, Greenville, Pa.

[CONCLUDED.]

The child's ideas are pictures and the words accompanying these are associated concretely. T. has but little conception of past and future time. To many five- and six-year olds, ideas of past and future time are indistinct. T. the child of three calls general past time by the term "last day," a particular past time as yesterday by the phrase, "last morning." When was your uncle to visit you, T.? "Last day." Which means three weeks ago. When were you down town? "Last morning." Which signifies yesterday. The child has an idea of last, for in marching, running and walking he must always be, as he says, "head-leader," or first to lead in the march, first to pass through the gate and

to go upstairs. He also has some knowledge of what is meant by day and morning and combines the two concrete words to represent a more abstract term or a general and a particular past time. He has no conception of the word "to-morrow." A., the child of five, knows "to-morrow" as an indefinite future time and hates a promise in which the word to-morrow is used. Even M., six years of age, good in numbers, and who reads and relates a story surprisingly well has not a clear conception of past and future time.

Since writing the above A. has come to understand the word to-morrow. Becoming greatly interested in fire-crackers through some

neighbor boys, his mother promised him some on the Fourth of July. Almost hourly he counted the days, nights and mornings; breakfasts, luncheons and dinners, yesterdays, to-days and to-morrows between the day of the promise and when he was to get his first fire-crackers. Thus to-morrow came to be an intelligent word in his vocabulary.

The child learning to speak makes many logical inferences and attempts to carry out the principle of analogy, which, owing to the irregular forms in English makes it difficult for him to speak correctly always. He invariably makes all principal verb-forms regular as:— I seed it, I sawed it or I seened it; I rand or I rund. This is but natural as he hears love, loved; walk, walked. Such forms he readily gets. He is slow to make use of the pronoun, the noun being used instead, as: "Mamma, get T.'s hat for T. T. is going walking." Some children are five or six years old before the pronoun is correctly used. T. when two and a half years old, expressed himself thus reflexively, "Mamma, I hurt me." Many children of school age say, "He hurt hisself." This use of the word "hisself" is logical. The child hears, "I hurt myself," not "meself" ourselves not "usselves" and it is but natural that he employ the possessive form, "hisself" instead of the

objective himself for the reflexive in the third person.

Articulate speech has its origin in the cry of the child, its elements being vocal and consonant sounds, the former being made first. The vocal sound that characterizes the infant cry, whether it be that of hunger, cold or any form of discomfort is short "ä," "ä—ä." This is the only vowel sound distinctly uttered for some months. "M" is naturally the consonant, whose sound is first made, and this, too, while crying. The child in crying utters short "a" and in doing so accidentally brings the lips together producing the sound of "m." Sometimes at a very early age the vowel sound in the consonant-vowel combination "ma" is stifled or muffled, producing the sound "mä—mä" and mothers have been led to believe that the babe, though a few weeks old has intentionally uttered the word mamma.

Articulate sound at first involuntary, is soon produced at will by the child and by the fourth month he loves to amuse himself with his "ä, ää, mä, mä, mä." It is not until the end of the first year, when the will has become strong through his learning to walk that he makes an intelligent use of a few words, as mam-ma, ba-pa, by-by, which in the case of some children are not heard until the fifteenth or eighteenth months, with others even be-

fore the tenth month. A child's uttering a few words very early is no indication of marked ability to acquire language. T. could speak intelligently but three words at eighteen months. Another child at the same age had a much larger vocabulary. At twenty months T. used six words, but from this time on made rapid progress, possessing a vocabulary of three hundred words by the end of his twenty-fourth month. Some days he uttered as many as a dozen new words, at least words we had not heard him use. His sentence-forms date from the end of his second year, and by that time he had far outstripped, in the number of words at his command, the child who had begun the use of words months before him. It has thus been the case with a number of children I have observed. When once ideas are planted, the acquisition of words is easy. There can be no intelligent use of words without ideas. The vocabulary depends upon the number and vividness of ideas. Often children apparently dull or indifferent toward acquiring words are absorbing all that goes on around them only to express their ripened thoughts, later on, in a sudden out-burst of intelligent speech, while others talking from the first year speak parrot-like, or are taught by their ambitious parents to mouth simply words. This parrot-speaking is a

detriment to the growing mind. The words mean nothing to the child and progress in intelligent speech is retarded.

The imagination takes its rise with the vocabulary of the child and keeps pace with its onward movement. By the time the child is three, the imagination is strong and he relates in a straight forward realistic manner how he "chopped the head off from a big bear in the woods," how he "riden papa's bicycle just a-flying down town" or how he "flien up (irregular verbs being made regular) to the moon and sawed the man there." "Oh, you bad door for bumping me! I'll shake you for it. Take that you bad thing." In this period, to the child, there are no inanimate objects. The stone, stick, flower and dog are personified and interesting are the long-drawn-out conversations held with them. A few days since, T., looking up into an apple tree, held the following conversation with himself. "See that big cherry on that big peach tree! He's as big as my fist and red! I'll just climb up and get him," and up he climbed as far as he could. "Now," said he, "I've got you, big, red cherry," and moving one hand to his mouth, while he clung to a limb with the other continued, "My! but you taste sweet and ripe" and down he came, ran to his mother and asked if supper were ready. Either hunger had prompt-

ed him to the imaginative monologue or the sight of the fruit-tree had suggested eating.

The banquets that are served up by children on broken dishes! A. approached his mother, "Mamma, I wish that pretty dish would get broken," pointing to a piece of china decorated with flowers. "Why," said his mother. "So we might take it to our play-house to put our dinner on," he responded.

Children delight in fairy tales, myths and stories. The more absurd or gruesome the story, the higher their interest in it, providing it is told in language they comprehend. They, too, love to relate and make up stories and often after reading to them they insist on telling me one, which may be the same as read them, a variation of it, or one of their own make up. They like simple poetry or any jingle of words, and are often heard going over such lines as, "Mr. White, you're a sprite." "Tom Jones has big bones." The child delights in the musical and the rhythmical. This is why stories, beautiful thoughts and maxims in song and verse cling to the child for life and afford parents and teachers opportunities to store the mind early with rich truths, which, unconsciously to the growing child, become a part of his adult character. Part of one's self, the perfume of the mind. As Lowell in the Cathedral speaks:

These virginal cognitions, gifts of
morn,
Ere life grow noisy, and slower-
footed thought
Can overtake the rapture of the
sense
To thrust between ourselves and
what we feel,
Have something in them secretly
divine.

* * * * *

In that continuous redbreast bod-
ing rain:
The bird I hear sings not from yon-
der elm;
But the flown ecstasy my childhood
heard
Is vocal in my mind, renewed by
him,
Haply made sweeter by the accum-
ulate thrill
That threads my undivided life and
steals
A pathos from the years and grave
between.

They enjoy having their names inserted in stories and songs. They love to be a part of every drama, as "Once a little girl by the name of M." and so on.

Robin, robin red-breast
Robin, robin dear,
Come, sing for *us children*
While the sun is shining clear.

"Oh twinkle, twinkle, little star
So high above our world,"
You look right down on *T., A.*
and *papa*
Rocking in *this chair*.

Each must have his name inserted in the line, "You look right down." I frequently find myself, to their great pleasure, weaving lit-

tle rhymes for them. They are much interested in the mythological stories connected with the naming of some of the bright stars, whose names they have learned and for which they nightly watch. This spring, after having made the acquaintance of the flower, the lily-of-the-valley, they often asked me to sing the hymn, whose refrain runs: "He's the Lily-of-the-Valley." At bed-time, they call for "Oh, birdie, I am tired now," but will not permit it to be sung in the morning. They are fond of songs, as, "Old Dog Tray." They delight only in the lively, cheerful and sprightly and often say, "Please, papa, don't sing that," when I begin to hum or sing a mournful air. "Why don't you want me to sing that, M.?" "It makes me feel so sad, papa." H. on his one hundred and twentieth day, though in good spirits, began to cry pathetically when, with feeling, I sang, "Where is my wandering boy to-night?" and immediately ceased crying and smiled when I began, in lively tones, to sing, "Whosoever will may come." They manifest much pride and delight in power to do and say things. Frequently ask when they will be as big as papa and mamma, and often wear papa's or mamma's shoes, slippers and hat and say "Now I am papa," "Now I am mamma."

The imagination should be as much encouraged and judiciously trained as the other activities of the

mind. A child without an imagination is not a child. The imagination curbed is the half of childhood lost. My childhood, without a Santa Claus, would have many barren spots in it. Generally speaking, where the imagination is healthy and strong, the powers of conversation are strong and the child becomes a good reader, appreciating poetry, history and the geography of places not seen. Indeed in what branch of learning is a healthy imagination not a potent factor, even in the abstractions of geometry? Stories of a frightful, bugbearsome nature should be withheld. They should be bright, sprightly and cheerful, written or told in language the child comprehends.

The child early learns to count. He delights in counting. He is a lover of property and soon comes to understand the spirit of ownership. It is in connection with his apples, cakes and marbles that he learns to count and takes so much interest in it. For something to be all his own and called his own is his extreme pleasure. Often is heard, "Papa, may I plant some beans all for myself?" "May I not call this book mine?" A child of eighteen months may know what is meant by one, but two to him, usually means any number more than one. A. when within a few days of being two years old was observed to have grasped the idea of two. Taking him down the

street, he exclaimed, "Two moons, mamma." We did not know what he meant, but in passing a telegraph pole, he again cried, "Two moons!" and we understood that in passing the pole, the moon being for a moment hid and suddenly reappearing, he saw, as he thought, two moons. For some time three to the child means any number more than two, but when once he comes to understand one and two and three objects in a larger group as distinct, he has mastered the fundamental principles of intelligent counting, for by an unconscious inference he seems to be able to pass rapidly to four, to five, six and so on and counting becomes an easy process. The average child of four or five, though he may intelligently count singly to ten, when asked how many objects there are in a group and though there be but five or six, can not tell you forthwith. He will either count them singly with look intent, or by pointing to each. If he is permitted, he will invariably touch each object with his fingers. All early number work should be taught concretely and should be thorough. Make haste slowly. See that the child's number-concepts are accurate. The first numbers well mastered, means easy and intelligent work later.

Will is early manifest in the child. On the fourth day, I have seen strong indications of anger, and by the twentieth day I have heard cries that were screams of determina-

tion. The will like much of the mind's activity springs from the impulsive, reflex and instinctive movements, especially the first. The will is the dictator of all voluntary action, hence we can see how it logically originates in the impulsive movements which are pre-natally manifest. Crawling, walking and talking are very complex, voluntary movements and for their acquirement it requires considerable development of will. Through a child's activities his will is developed. I have observed, generally speaking, that the most active children have the strongest wills and early show signs of willfulness. The active child soon learns that he can do much with his bodily powers, and naturally comes to think that, he may in most things, do as he pleases.

A strong will in a child is to be commended. Persistence, if well directed and governed by parent and teacher and judiciously used by its possessor, is one element in a strong character, and fortunate is it for child, parent and teacher, who, quoting Virgil, *Et premere et laxas sciret dare jussus habenas*, "knows both when to hold the reins with a firm hand, and when to lax them." With persistent children, it is very unwise to threaten or coax; seldom punish and then judiciously; but what is best, direct the child's attention away from the matter in question, remove his thoughts to other

things, though never under the guise of coaxing or conceding. Caress with two hands and punish with one. Displace the evil by inserting the good. Reason with a child, when you can, but avoid a dictatorial spirit on his part, when doing so. It is unwise even for parent or teacher constantly to act the dictator. In extreme and unusually dangerous emergencies only, was the dictatorship created in the old Roman days.

A child becomes a moral being through training. Leave him to himself, let him do as he pleases and he is much of an animal,—deceptive, cruel, unsympathetic, greedy and quarrelsome. However this is generally stating the case. The moral nature of the child and its development depends much upon his activity and temperament. He is early deceptive. H. at fourteen months, climbed upon the table, took a cooky, hid it behind his back and ran away from me with it in full view. At the same age he opened the dining-room door, looking askance at me and closed it, so as not to be seen when climbing upon the table for sugar. At eighteen months, when he saw the last cooky on the plate, he would cram what he had with both hands into his mouth and scream if his brother in the meantime took the cooky. At the same age he was very jealous, scarcely allowing his brother to sit on his mother's lap.

It seems almost natural for children to steal cake and sweetmeats. This is a childish act, but must be met by parent and teacher. It may be that this, with other evil elements in character remains with us from our barbaric ancestry, possibly from progenitors not so far removed. No matter from whence it comes, it must be rooted out. These apparently childish acts can not be trifled with.

Much of children's lying may be overlooked. It is often the result of an active imagination. A child of three or four will tell the most astonishing stories and avow in the most emphatic terms, "Why, papa, it is so, I saw it." This springs from the imagination and need not give much concern, yet the tendency must be guarded. But when the child falsifies to protect himself in some misdemeanor and he places the blame upon someone else, this is the root of lying and can not be lightly passed by. Recently the following incident took place: T., why did you do this? "A. did it, papa," and forthwith A. replied, "No, M. did it." It was thus passed up the line without loss of time and I was left to run the fox to his den. I ascertained that T. had done the act, and that A., in part, had prompted it.

Parents and teachers need be very cautious in accusing children of lying. It is better to trust a child as long as you can. Make him feel, when possible, that you

have faith in him. A few weeks ago I erred in accusing T. and A. of telling a falsehood. I insisted that the one or both had done so and so. They strongly asserted that the truth had been given me. Presently, I ascertained that both had told the truth. The five-year-old cried because I had accused him unjustly, while the three-year-old went happily to his play. In the older the moral feelings were touched, being unjustly accused; in the younger, as yet, the moral forces are scarcely above the

threshold of their domains and the moral spirit can not be wounded.

The vital needs of American homes and schools to-day are parents and teachers, who can look into the soul of the child, interpret its manifestations and be prepared by a knowledge of child and adult-life to deal judiciously with the child in the three-fold phases of his development, his physical, mental and moral education. No factor of which can be neglected, for if neglected, the child can never become the whole man, and this life, "A cry between the silences," must be impaired.

O. T. R. C. DEPARTMENT.

SOME DIFFICULTIES THAT CONFRONT THE LEARNER AND TEACHER OF CIVICS.

Dr. B. A. HINSDALE, University of Michigan.

Every study presents to the learner, and so to the teacher, difficulties that are more or less peculiar to itself. Perhaps this is especially true of Civics. I shall, therefore, in this paper deal with some of these difficulties. Two of the major ones have already been touched upon, but one of these requires further attention, while there are still others that have not been mentioned at all.

I. The subject of government is marked when presented in formal lessons, by a certain ab-

stractness. This fact tends to disappear as the individual enters more and more deeply into the affairs of the world; but it never wholly disappears from the common vision, while to the student of the subject in the school it is a formidable difficulty. The study of history, when it is made to consist merely of memorizing facts, is to the common pupil, a dry and unprofitable study, while civics is still more dry and unprofitable when taught in the same manner. There is little virtue in the mere political documents or collections of political facts. There is something significant in the reply that the boy made to the question, "What is the

Constitution of the United States?" "The back part of the history that nobody reads." The book on government must be connected with real life, and it is the business of the teacher to establish this connection. Three or four more definite suggestions may be found helpful.

(1). The teacher should not permit any branch of the government to be made a mere skeleton. He should see to it, for example, that the executive is a man of flesh and blood, holding a certain official position and exercising certain political powers. To teach what the President may do is more concrete than to teach what the powers of the executive are.

(2). The teacher should stimulate the pupil to study the political facts about him. He should encourage him to observe the machinery of political parties, the holding of elections, council meetings, courts of local magistrates, and the doings of the politician, constable, and sheriff. This suggestion includes political meetings and conversations on political subjects. At this point a word of caution may be necessary. Our American atmosphere is charged with political interest and spirit; and, while the pupil who takes a lively interest in current politics will, as a rule, do better work than the pupil who does not, the teacher must take care that a partisan spirit be not awakened, and that current events shall

not interfere with the regular work of the school.

(3). Pupils should be encouraged to read the newspapers, for political among other reasons. The publications prepared particularly for school use to which the general name of "Current Events" may be given, are deserving of recommendation. This suggestion is particularly important in a Democratic country like our own; to understand free government, you must be in touch with real political life.

II. The dual nature of our government has already been emphasized. This duality is confusing, not merely to the foreigner but also to the native. The subject of taxation as related to this duality will be dealt with more fully farther on; but here it should be said and emphasized that the teacher needs to have his eye upon this feature almost constantly, so as to make sure that pupils comprehend not merely the fact of the duality, but also see, in general, where the line separating the State sphere from the National sphere is drawn. The boundary on which the two spheres meet is sometimes difficult to follow. Thus, the mail carrier is an officer of the United States, and enjoys its immediate protection, both in the postoffice and on his beat; the letters and other mail matter that he carries in his pouch or holds in his hands is under the guardianship of the National Government;

but the moment that these letters are deposited in the box beside the citizen's door, or handed to him at the gateway, the responsibility of the National authority ceases, and from that time on the State jurisdiction is supreme. A man coming into a store where a postoffice is kept, would be dealt with by two wholly distinct sets of officers according as he should steal the mail in the office or the goods on the shelves and in the boxes.

III. The different branches of the government, State or National, present to the pupil quite unequal difficulties. He will understand the Legislature and the executive branches much more readily than the judiciary. It is also more important that he should understand those departments; or, perhaps it would be better to say, it is important that his understanding should be more thorough in those cases. These facts should have a decisive bearing upon the course to be pursued by the teacher. More stress should be laid upon the first two divisions of the subject than on the third one. The pupil should have no real difficulty in understanding what a court, a system of courts, and the jurisdiction of a court are. He should readily understand the relations of the court to the law, its relations to the Legislature and executive, and how law suits arise in the affairs of life. He should easily master the organization and methods of a court, and the main facts

of the judicial system. But for him to attempt to go into what may be called the niceties of the matter would be absurd. You may teach a pupil what concurrent jurisdiction is, and that the jurisdiction of the National and State courts is bounded, in general, by the State or National law; but to attempt to explain to him, even if he is as far on as the High School, the more intimate relations of the two systems of courts would be time wasted. *Ex post facto* he will understand, but it is not worth while to bother him with corruption of blood.

IV. A little more than one-half of the Constitution, apart from the amendments, relates to Congress. It is interesting to note how fully the National Legislature is treated, and how summarily the executive and the judiciary are disposed of. This is no accident. Legislative power, by its very nature, is capable of much closer definition than executive power or judicial power. On this point some remarks will be found in "The American Government," pages 290, 291. What is more, Congress is the most important branch of the government. Generally speaking, it can do much more than either of the other branches. Government properly begins with law-making, and this is the sphere of Congress. Congress should, therefore, be taught more fully than the two other departments. Still there are points

upon which it is not profitable to dwell. The general organization of the law-making power and its general functions are the great matters; how it is made up and what it may do. Here peculiar attention may be drawn to Section 8, Article 1, of the Constitution. The eighteen clauses introduced by the Declaration, "Congress shall have power," are what are known as the general powers of Congress. Together these clauses constitute the motive force of the whole government. Cut them out of the Constitution, and you have a steamship without engine or boilers, helpless on the sea. There are no clauses in the Constitution that should be more carefully studied. The political campaign through which the country is now passing should direct particular attention to those clauses that relate to money and financial matters.

V. The Constitution confers upon Congress ample power to provide the Government with a revenue. Revenue is the life-blood of government, and revenue in all civilized states means taxation. Accordingly, this subject should be dealt with carefully. National taxation and State taxation are often confounded, and it will hardly be possible for the teacher to explain the subject too clearly. These are the provisions of the Constitution in respect to National taxation:

"The Congress shall have power to lay and collect taxes, duties, im-

posts, and excises," etc. Article 1, Section 8, Clause 1.

"Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers." Article 1, Section 2, Clause 3.

"No capitation or other direct tax shall be laid, unless in proportion to the census or enumeration." Article 1, Section 9, Clause 4.

"No tax or duty shall be laid on articles exported from any State." Article 1, Section 9, Clause 5.

Tax is a general term meaning a regular pecuniary charge that a government makes upon the people for its own support. The term excludes irregular levies and forced loans. It includes the duties, imposts, and excises mentioned in the first of the above clauses. Again, the Constitution recognizes two kinds of taxes. Direct taxes, as defined by the Supreme Court, consist exclusively of capitation or poll taxes, taxes upon land, and taxes upon incomes, and they must be divided among the States according to their representative population. The Constitution seems to regard all other taxes as indirect, but does not call them by that name. They are styled duties, imposts, and excises,—terms the precise meaning of which cannot be made out, or at least that cannot be clearly distinguished. Duties are customs levied on imported goods; imposts are sometimes duties, but

commonly the word is used as synonymous with tax itself; while excises are internal taxes, such as the present taxes on whisky, malt liquors, and tobacco. It will be seen that the Constitution does not use the terms "direct" and "indirect" in the senses in which they are employed by political economists, for these call a tax direct when it is really paid by the person on whom it is assessed, indirect when it is added to the price of the commodity, and is passed along by the importer or manufacturer to the retailer who collects it of the customer in the form of an enhanced price.

Only two provisions relating to State taxation are found in the National Constitution.

"No State shall, without the consent of Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws." Article 1, Section 10, Clause 2.

"No State shall, without the consent of Congress, lay any duty of tonnage." Article 1, Section 10, Clause 2.

These are the only restrictions that the nation has laid upon the State's taxing power, and outside of them the State regulates the matter for itself. As a result, the National taxing power and the State taxing power, to a great extent, coincide, or overlap. Congress taxes whisky, beer, and tobacco, and the

State Legislature may do so if it pleases. At the same time, the two authorities generally seek to avoid double taxation as far as possible, lest property and industry be unduly burdened. The teacher will not find it superfluous to explain where, by whom, and how, both National taxes and State taxes are collected.

Few subjects make an equal demand with civics upon the resources of the teacher. The study relates to many other studies and enters deeply into practical life. Quick-minded pupils, and particularly boys, will ask more troublesome questions in the civil government class than in any other that can be named. For example, there is the topic of money. To meet this demand the teacher must read books and newspapers, observe the working of political machinery, and think things out clearly. The teacher needs a large store of facts that may be drawn upon for illustration. Some acquaintance with foreign governments is desirable. A considerable acquaintance with the practical teaching of the subject in the schools, enables me to say that more downright rubbish is taught in the civics class than in any other.

Books of information, or books relating to government and governments, abound; but not much has been written on the pedagogical bearing of the subject. My readers will, perhaps, welcome some bibliographical suggestions.

First, I may refer to two discussions of my own. One is "The General Introduction" to "The State Government Series," which will be found in "The History and

Government of Ohio," one of the State series, soon to be published by the Werner Book Company. The other is Chapter XXIII, of my volume entitled "How to Study and Teach History," published by D. Appleton & Co. The heading of this chapter is "Teaching Civics." I have to some slight extent drawn upon these two discussions in preparing the present series of articles. Every teacher of the subject should be provided with the following books:

T. M. Cooley, "The General Principles of Constitutional Law in the United States of America."

Charles Nordhoff, "Politics for Young Americans."

Johnson, "The History of American Politics."

A copy of Lalor's "Encyclopædia of Political Science" should also be found in every High School library. Among the best books relating to our own government are: "A Manual of the Constitution of the United States," by Dr. I. W. Andrews; "Civil Government in the United States," etc., by John Fiske; "Our Government; How it Grew, What it Does, and How it Does it," by Jesse Macy. Mention may also be made of "The Old South Leaflets," as cheap as excellent, edited by E. D. Mead and published by D. C. Heath & Co.

Compayre' has a chapter entitled "Morals and Civic Instruction" in his "Lectures on Practical Pedagogy;" Herbert Spencer touches civics in Chapter 1 of his Education, "What Knowledge is of Most Worth," and Professor Brice has an excellent article in "The Contemporary Review" for July, 1893, entitled "The Teaching of Civic Duty." Good pedagogical articles will also be found in Education,

Volume VII, page 164, "The Teaching of Civics in Schools;" page 456, "Foundation Principles of Government;" page 547, "A Primary Study in Government." Further articles will be found in the same publication, the same volume, pages 531 and 617, "Methods of Instruction in Civics." An article on "Teaching Civics" may also be found in "The Academy," Volume V, page 373.

I may add that my chapter in "How to Study and Teach History" is accompanied by a more extended bibliography. See "References" at the beginning of chapter and "Additional References" at the close.

The great object of teaching civics in the schools will be defeated, provided the instruction consists of mere abstract definitions and political facts. Nor will mere logical organization make the facts and definitions real to the student. The study should look to patriotism and the civic spirit; that is, the love of country and disposition to insist upon the rights and perform the duties that spring out of the citizen's relations to civil society and the State. These rights and duties are the ends of human government. That distinguished publicist Dr. Francis Lieber was accustomed to say, "No right without its correlative duty, no duty without its correlative right." The highest aims of civics, as a branch of education for the instruction of youth, are these ends, and the formation of character that will maintain the one and perform the other.

It remains for me only to take kindly leave of the readers who have accompanied me through this series of papers. I felt gratified indeed when the managers of

the Ohio Teachers' Reading Circle notified me that they had adjudged a book of mine worthy to be put upon the list of books to be read during the current year. I sincerely believe that all those who really give their minds to a study of "The American Government" will find much profit in doing so, and I shall also cherish the hope that this series of articles, short as it is, may make the study all the more profitable.

HOW TO GO A-BIRDING.

By LEANDER S. KEYSER.

It has seemed to me that, instead of calling on the birds personally, it might be pleasant to tell how to conduct our visits and observations. What is the *modus operandi* of bird study? Time and patience are often saved by knowing how to do a thing, and for that reason such knowledge may even be of ethical value.

We would suggest, first, that one should go a-birding with his heart. Nature requires undivided attention. She can brook no rival if you would win from her the choice secrets of her being. If you give her only half a mind, she will give you but half of her revelation. You must give her your confidence before she will become communicative. Dismiss your ledgers, your politics, your family wrangles, the annoyances of the school-room, from your thought when you go consorting with nature. And what has been said of nature in general may also be said of avian study, for you must have a bird in the heart if you would see and appreciate the bird in the bush. It is the heart, too, that sharpens the eyes. Not all persons can become

bird students because not all have the requisite enthusiasm; not all are *en rapport*.

Odd as it may appear, I would say, do not be too scientific. Not one word would I utter in disparagement of the specialist and the technical student, providing he feels certain that he can add something new and valuable to science; but for popular amateur bird study I should protest against the slaughter of feathered innocents either for identification or structural research. Do not look upon birds as mere anatomical specimens. You need not kill and dissect birds to know all that is necessary about their structure; for there are many scientific books that will tell you all about their physiology and anatomy.

Study birds as sentient creatures, as interesting individuals, with wonderful instinct and intelligence. The bird anatomist loves science more than he loves birds, or he would never want to kill them and take them apart. When we were in college there was a human skeleton in one of our classrooms, and we gave it some study; but we protest that we had nothing to do with putting it there. Grave robbing was not our forte, and we would not have become a ghoul even if we had remained ignorant of "boneology" all our lives. One skeleton in that closet was enough. And so all the species of birds that Ohio teachers are likely to meet have been dissected as often as is necessary for popular study.

If you really love the birds, you will want to study them just as they are in their outdoor haunts, where they play no actor's rôle, but obey the impulses of their volatile nature. To do this a good opera-

glass is a requisite. It partly annihilates distance, and brings the bird up to your eyes. You should get one with a large eye-piece, for with a small one you will find some difficulty in focussing the binocular upon the desired object. Be sure to avoid a glass that has bright colors, which will reflect the gleam of the sun into your eyes. Dark colors are best. A field-glass is too large and cumbersome to carry, and, besides, is more difficult to focus. For the study of water birds, which must be viewed at long range, it might have its advantages; but for all practical purposes an opera-glass is much to be preferred.

A bird key or manual is indispensable for purposes of identification. Somehow, you cannot enjoy a bird's society until you know its cognomen. Have you never thought about it? When you meet a stranger one of the first things you do is to ask his name; then conversation flows more freely, and acquaintanceship is promoted. A bird's name may even be very inapt, and yet—well, there is something in a name, even if it seems un-Shakespearean to say so. It is a wonderful satisfaction to know that the fitting piece of diminution in yonder tree is a golden-crowned kinglet, and not a warbler or a vireo. I refer to the English names now in vogue among scientific men. For the Latin names I care almost as little as for bird anatomy, although that may be a fault.

What are some of the best manuals for bird study? You can make no mistake by purchasing Coues' "Key to North American Birds," published by Estes & Lauriat, Boston, Mass. The only objection to it is its price, which is

\$7.50. It contains a full classification of the entire North American avi-fauna, a description of the markings of each species, and pictures of many of the birds. The advantage of such a book is that you can use it in any part of North America, should you have opportunity to visit different portions. Almost equally good, but arranged differently, is Robert Ridgway's "A Manual of North American Birds," published by J. B. Lippincott Company, Philadelphia, Pa. The price is also \$7.50. However, for the beginner, I should recommend Coues' work.

I can speak *ex animo* of a more recent and inexpensive text-book, although it does not cover so wide a field, and that is Mr. Frank M. Chapman's "Handbook of Birds of Eastern North America." D. Appleton & Company, New York, are the publishers, and the price is \$3.00; pocket edition, flexible morocco, \$3.50. The first two chapters on "The Study of Ornithology" and "The Study of Birds Out-of-Doors" are so excellent that I cannot praise them too highly. The arrangement is simple, yet scientific, and the descriptions of species are all that could be desired in a manual. Students in Ohio can use the book with little fear of stumbling upon a species not described. The cuts are true to nature and are, therefore, vivacious.

To students of the Buckeye State I would especially commend Dr. Wheaton's "Report on the Birds of Ohio," which, though somewhat old, is practically a key to the avi-fauna of the State. The nomenclature and scientific classification are not up to date, but the descriptions of bird markings and habits are quite good, and will enable you to

identify species very readily. Write to Oliver Davie & Company, 214 North High Street, Columbus, O., who will furnish the book for \$2.00.

There are other aids to bird study, but the foregoing are ample, for any of them will enable you to "name all the birds without a gun." Yet you had better get Mr. Chapman's treatise, as it is thoroughly scientific and up-to-date, having been published only last year, and is of a convenient size to carry in your haversack as you go forth to do field-work. Its moderate price is also an item in its favor, for most of us are forced, *nolens volens*, to consult our pocket-books as well as our desires.

There are numerous other charming books on birds; for you must remember that our feathered citizens have a literature all their own, written not by themselves, of course, but by their votaries. Many of these books are models of elegant literary style, and for that reason are worthy of study, as well as for the unique and engaging information they contain. There is quite a respectable coterie of American bird writers, whose works bid fair to become a permanent quantity in our literature. While they are true to the scientific spirit, and reliable as to the technique of science, they clothe the skeleton with literary life and beauty and enchantment. They seek to discover and report the most attractive phases of bird life and character, and surround it with all the charm of literary art.

It is a temptation to call the bead-

roll of this avi-literary school of writers. When I mention the names of John Burroughs, Bradford Torrey, Maurice Thompson, Olive Thorne Miller, Charles A. Abbott, Florence A. Merriam and Frank Bolles, you will begin to see that, for an ardent bird lover, the catalogue would read like blank verse rather than like a dry list. Next to studying birds in wood and field is studying them through the eyes of such delightful observers and reporters. Persons who live in town—cooped up, so to speak—may get a refreshing whiff of nature, putting vigor into their veins, even if they must take it second-hand. Then, if the time should ever come when they can have direct contact with the birds, they will be able to look at them through intelligent and appreciative eyes.

Do you ask when you had better begin the study of birds? Now! In bird study, as in most right pursuits, "now is the accepted time." What if our friend, the Frost King, has come to bluster and frighten us to hearth-side warmth and indoor comfort. Braving him in his den is promotive of physical and moral discipline. Besides, in winter the forests are denuded of leaves and this gives greater publicity to avian conduct. Then, too, in the winter season the woods and fields are not overcrowded aviary, as they are at other times, and therefore there is not a bewildering number of species to confuse you in beginning your researches. The invitation is cordially extended to all who wish to revel in the mysteries of bird craft.

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O. T. CORSON, EDITOR.
MARGARET W. SUTHERLAND,
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Educational News.....	Newark, Del.
Educational Review....	New York, N. Y.

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Journal of Pedagogy.....	Binghamton, N. Y.
Kindergarten News....	Springfield, Mass.
Midland Schools.....	Des Moines, Ia.
Michigan Moderator.....	Lansing, Mich.
New England Journal of Education.	.....Boston, Mass.
Northwestern Journal of Education.	.....Lincoln, Neb.
Ohio Educational Monthly..	Columbus, O.
Pacific Educational Journal.....	San Francisco, Cal.
Primary Education.....	Boston, Mass.
Popular Educator.....	Boston, Mass.
Public School Journal....	Bloomington, Ill.
Pennsylvania School Journal.....	Lancaster, Pa.
Primary School.....	New York, N. Y.
School Review.....	Hamilton, N. Y.
School Bulletin.....	Syracuse, N. Y.
School Education....	Minneapolis, Minn.
School Journal.....	New York, N. Y.
Teachers' World.....	New York, N. Y.
Texas School Journal....	Dallas, Texas.
Teachers' Institute.....	New York, N. Y.
Western School Journal.....	Topeka, Kansas.
Western Teacher.....	Milwaukee, Wis.
Wisconsin Journal of Education....	.....Madison, Wis.

—The *Monthly* is now forty-five years old. In this issue will be found a complete index of subjects and contributors for 1896.

—Institute subscriptions, as a rule, are taken on time, and always at the lowest club rate of \$1.25. These favors are extended with the express understanding that payment will be made by December 1. We have now reached that date, and hundreds of subscriptions have not yet been paid. In order that delinquents may have the benefit of this notice, the time for payment at

the \$1.25 rate is extended to December 15. *Unless the money reaches us by that date, \$1.50 will be charged. If you have not paid your subscription, please remit at once.*

—The *Monthly* family will be delighted to learn that Dr. Venable is rapidly recovering from his serious accident of a few weeks ago.

—At the Buffalo meeting of the N. E. A. the largest attendance was from the following States:

New York, 2,121; Illinois, 1,146; Michigan, 595; Iowa, 571; Ohio, 565.

—No doubt many of our readers have already learned of the serious illness of Dr. E. T. Nelson of Delaware. Just as we go to press we are delighted to receive a letter from him at Clifton Springs, N. Y., stating that he is improving. His thousands of friends, including every one who has been fortunate enough to be one of his students, will join in the earnest prayer that his recovery may be rapid and complete.

"A PLAN FOR INSTITUTE WORK."

Concerning the "Plan" presented by Mr. Pearson in the October *Monthly*, F. J. Hoffhines, of the Columbus High School, writes as follows:

The plan of "Institute Work" presented by Mr. Pearson is certainly worthy of careful considera-

tion. His suggestions, if properly carried out, would be a great improvement over the present methods of conducting the work in our institutes. I believe that any plan that would encourage all the teachers to study and prepare beforehand to take an active part in these meetings, would be a decided advantage as compared with the method now used. If some such plan as Mr. Pearson outlines here were put into practice the teachers would attend the institutes with a definite object in view, and therefore would receive substantial benefit. And then, too, I believe a larger number would attend, because they would feel a deeper personal interest.

Supt. W. McK. Vance, of Urbana, says:

The article by Professor Pearson is noteworthy in several particulars. It is timely. The present usage is unmethodical and wasteful of time, energy, and money. Executive committees too often are at sea with reference to their own wants; and, when they do attempt to plan the instruction for the needs of the teachers whom they represent, they experience difficulty in carrying out their programs, for usually the instructor succeeds in side-tracking the subjects which are not attractive to him, and proceeds to force upon his patient hearers, *willy-nilly*, a series of altogether different lectures. The instructor is hardly to be blamed for this, for it is against

nature to prefer the disagreeable to the pleasant task.

Professor Pearson's plan is rational and practicable. It would give sequence and uniformity to the work. He has thought it out clearly from beginning to end. It could be put into operation this very year in every county of the State through the office of the State School Commissioner, and, I believe, would prove the most effective agency that has yet been devised for the improvement of Ohio institutes.

THE CENTRAL OHIO TEACHERS' ASSOCIATION.

The annual meeting of the Central Ohio Teachers' Association was held at Springfield, November 6 and 7. The attendance was large, particularly on Friday. It was estimated that there were 1,300 teachers at the Friday sessions; but the majority of the teachers of the larger cities in the district keep up the bad habit of going home after the Friday evening session. Of course, these teachers deserve more credit than those who do not attend at all; and it is well known that in the other district associations in the State many of the teachers in the largest cities never attend a meeting held out of their own city and are noticeably absent even when one is held within. But it does seem that some effort should be made to prevent in the largest district association in the State the

seeming discourtesy of a small audience to those who are on the Saturday morning program.

The bright and beautiful weather afforded pleasant opportunity for getting around to the Springfield schools on Friday morning. Courteous schoolboys received the teachers on incoming trains and directed them to any school which they wished to visit. While at each building polite boys again acted as ushers. Many visitors expressed themselves as much pleased with the good work they saw, work indicating a steady progress in right directions.

At 1:30 P. M., after music by the Ladies' Philharmonic Quartet, of Dayton, the devotional exercises were conducted by Dr. Bennett, of Piqua. Then followed music by the quartet. The music furnished at the various meetings by this quartet was so delightful that special mention must be made of it. The fine voices of the ladies blended beautifully, and there was an artistic finish in their singing of well-selected songs, which gave real pleasure to their listeners.

Supt. W. J. White, Chairman of the Executive Committee, introduced Supt. N. H. Chaney, of Washington C. H., as President, who in clear voice and excellent manner read his inaugural address upon the subject, "Better Teaching of English Literature." Mr. Chaney limited his subject to the high school work in literature. He

treated of this in so thoughtful and scholarly a way, with so evident a love of the best in poetry and prose, and withal in a manner so helpful to the teacher in his actual work in the school-room that I take great pleasure in telling the readers of the *Monthly* that I have secured the promise of the paper as one of a series for this magazine.

The symposium on "The Present Tendencies in Education," by four bright women teachers, was considered by many who heard it as one of the best numbers on the program. The first topic, "The Course of Study," was discussed by Miss Grace A. Greene, of Dayton. Some of the principal points in Miss Greene's address were as follows: The course of study is an evolution not a revolution. Its value will be determined by the men and women it produces. The widespread interest in educational matters has a tendency to make any one who thinks that the world is to be reformed in any particular direction, call upon the schools to begin the reformation by placing the subject in the curriculum. In this way the course of study has become somewhat congested. There are three things that should ever be kept in mind in determining a course of study: first, what we wish to have grounded in character; second, a training for life; third, certain facts to be given. The first two are of infinitely greater value than the third. Every thoughtful mind will

ask, can this work be done by the schools and the schools alone. In general, there are two courses of study: the one, suggested by the Herbartians and by the Committee of Fifteen, trying to bring in science, literature, moral culture by correlating and concentrating around cores; the other, that which would make arithmetic the center and soul of everything in the school and let other subjects have what time can be spared from it. Courses of study must be simplified through concentration or through elimination. There are those, however, who think too much of the course and not enough of the better equipment of the teacher. It is her spirit, her work from within that must vitalize or any course will be a dead thing.

Miss Mary Wilgus, of Xenia, in a clear and forcible paper treated of "The Public." She spoke of the present period as one of unrest and of change; as a time when the public holds convictions on every subject and particularly regarding the schools which it supports and in which it prides itself. Public sentiment shows a just appreciation of much that is good in the schools, yet it is easily caught by theorists. This is a time of general and often of mistaken economy. The public schools feel this. The public shows a blind confidence in the management of its schools and as unwise a distrust. It is too apt to judge from a single point of view; to be

characterized by too marked a devotion to the utilitarian idea. At times it expects without reason and without limit, and places responsibility where it does not belong. Human nature expects what it wants, without contribution and without sacrifice. Fountains cannot rise higher than their source, but schools can. For the best work on the part of the schools there is a necessity for the respect and the confidence of the public, and teachers should be recognized as leaders of educational thought. Right liberty is the result of certain restraint. The public has no right to expect skilled labor for wages of unskilled labor. Public sentiment concerning the schools is modified by the teacher. It is unfair to give the impression for the sake of raising a laugh or even with the desire of elevating teachers in general that the majority of teachers are at war with the pupils under their charge, are ignorant, uncouth,—indeed, any type of monstrosity. It is, in fact, a question whether such a book as "The Evolution of Dodd" has a wholesome effect upon the public. The public should always uphold a teacher in the fearless discharge of duty and in all efforts to elevate the tone of the school and to keep up the standard of scholarship.

The subject announced for Miss Lulu Cumback, of Springfield, was "The Pupil." Her discussion, however, seemed to be a defense

of the "New Education." She said that a defective statue is not the fault of art, but of the would-be artist; nearly all that the leaders of educational thought are working for is right if their followers only knew how to reach it. All really good educational work must be based on a study of mind.

The last paper in the symposium was on "The Teacher," and was read by Miss Stella S. Wilson, of Columbus. The paper was characterized by the charm of the individuality of the writer. Miss Wilson began by saying that she wished to study briefly the real teacher, not the quack: that she wished to give some suggestions as to how the ideal is attained; not merely by the teacher in the city who has all the advantages of contact with educated persons engaged in the same occupation as she is engaged in, but by the country teacher cut off from easy access to books and to fellow-workers. It has seldom been my privilege to listen to a more earnest acknowledgement of the benefit of the county association and county institute than that made by the speaker, who evidently was paying a debt of gratitude for what they had done for her in the early days of her professional life. A brief synopsis of Miss Wilson's paper will not do it justice, but I shall attempt it because of its value:

The county institute brings the young, inexperienced but ambi-

tious teacher into the fellowship and under the inspiration of the students of science, literature, and pedagogics,—those who know most of the trials and blessings of the work upon which she is engaged. It tells where the best help can be obtained and how it can be most wisely used.

The multiplicity of things that some regard as the teacher's duty is bewildering. A prime quality on the part of a teacher is the ability to study the child's interests and guide instruction in accordance with right interests. There is no doubt that parents and society in general place too heavy a weight of responsibility on the teacher; but the teacher cannot escape the responsibility because she does not think it ought to be placed upon her.

There are four things that the teacher owes to herself, without which she cannot come near the measure of her power: first, rest; the rest that comes from change and the rest of sleep so necessary to repair the waste of brain and nerve tissue; second, systematic, earnest study; third, to take a proper place in society; fourth, to discharge the duties to her profession,—the duty of the best professional preparation for her work before entering upon it, and the duty of making constant effort for better preparation when engaged in it.

At the close of the symposium,

the president introduced Dr. Albert Mann, of the Ohio Wesleyan University, who addressed the teachers upon "The Mission of Biology." Dr. Mann said that in the last two decades biology had been a subject of prominence, yet its mission had been underestimated. It touches the mental and spiritual welfare of men. A thing has its power not from what it has been, but from what it is. It must be of great value to study the science of living things,—to study origin, nature, function, forces. The mission of biology is the betterment of man physically. From its pursuit has come a greater knowledge of disease and consequently a better means of its cure; and better still of its prevention. The mental gain from the study of biology is great. It gives clearness of perception, power to grasp similarities under seeming differences and to reach general principles. It has a practical bearing on the student's work in life. It is marked preeminently by the aesthetic idea. It is a study of nature in her most beautiful and sublime forms. It is true that the average biologist has failed to realize that the divine artificer is the divine artist.

Biology has its mission to the spiritual faculties. The question of the age is spirit, life, whence comes it, whither goes it. Faith will be unshaken if there is given power to grasp with vigor spiritual truth and natural law.

At the Friday evening session, the Association was treated to a lecture that will never be forgotten by those who had the pleasure of listening to it. The subject of the lecture by Dr. G. Stanley Hall, President of Clark University, Worcester, Mass., was "Child Study: Its Methods and Practical Results." It would be impossible to give a synopsis of the brilliant address that would in any sense do justice to it, and yet it seems that our readers who were not present ought to learn something of what we so greatly enjoyed. Some of the most important things that Dr. Hall said were in substance as follows: The physical nature of the child is the object of close observation because of the joy that comes from growth and health and because physical well-being is the basis of all success in life. The mental and the moral life are closely related to it. In Child Study observations are recorded of weight, of measurement, of the order of development of muscles, etc. The purpose of this is not only to obtain the idea of the perfect type, but that we may regulate education so as not to interfere with natural development,—perchance destroy that which is necessary to vital energy. Some of the lessons, which have now reached the realm of certainty gathered from these observations are that little children should never be put at minute work; that kindergarten weaving,

sewing, or any exercises requiring the action of the smaller and more delicate muscles are injurious. Writing in the earliest years of school life, drawing of straight lines and curves, studying of music by notes, should all be avoided for the same reason. Nothing should be studied in detail but in broad outlines. Free, large work is the best at early stages of development. There should be singing, but it should be of songs learned by rote.

It is injurious to a child to be kept still for any length of time. Indeed, thought involves movement of muscles of the little one. Laughing and crying are both valuable exercises in moderation.

There should be special tests of the sense organs. Tests for eyesight are very simple and can be used by any teacher. These tests should be made because often headache and other ailments of children can be avoided by properly adjusted glasses. Often what we call stupidity or stubbornness is due to defective hearing. Sometimes the hearing may be helped by treatment; and where it cannot, change of position in the school-room and other special facilities in learning should be granted to the defective child.

Child study involves the consideration of heredity. Certain questions are given to parents whenever it is found that they are willing to help by definite answers. It

is seen how this will not only lead to science but will aid in the treatment of the special child.

The child is studied in its emotional nature,—in its fears, its anger, its loves. Race tendencies are seen in these. Indeed, the story of the race is lived over in the life of the child. The religion of nature-worship is the first religion of the child. To live close to nature is a prime necessity for its healthy development.

An important reason for child study is that through it the teacher has a keener interest in the individual child. It does away with mass teaching which never can be good teaching.

The period of adolescence is a period of vital importance. A life of misery or a life of happiness will follow from ignorance or neglect, knowledge and care, in understanding the physical, mental, and emotional nature of the youth. To understand, to strengthen, but not to hasten is wisdom here. Through the better understanding of the emotional nature of the child and of the youth, wiser methods of touching the will, the mainspring of action, can be used and a saner, better, nobler manhood will be the result.

Dr. Arthur Allin, of Ohio University, was the first speaker on Saturday morning. He announced his subject as "Requirements of a School of Pedagogy." The principal things he said while talking

on his subject were that education is impossible without the understanding of the child; that we must study the race to understand the child; that the ideal school of pedagogy would have a professor of child study, a professor of psychological pathology, and a psychological laboratory.

Supt. F. Gillum Cromer, of Franklin, read the first paper in the symposium on Geography. His topic was, "What Should be Taught." After speaking of the great improvement in the textbooks on geography of the present day, Mr. Cromer gave a clear statement of his reasons for the selection of the following: A minute knowledge of local geography; an accurate knowledge of the geography of the United States; a general knowledge of the geography of foreign countries. Some of the sub-topics to be treated under these heads are local occupations, comparison of the United States with other countries, study of peoples, industries, commerce, etc. Important events of the day should be connected with the scene of action. Much intelligent study of geography can be brought in in this way.

The second paper in the symposium was on "Methods of Presentation," by Supt. W. McK. Vance, of Urbana. The paper contained many sensible and helpful suggestions, a few of which are: The order to be followed is first, observation of geographical facts; sec-

ond, description of geographical facts; third, representing knowledge possessed. The report of the Committee of Ten makes many valuable suggestions on the teaching of this subject.

The fundamental instruction should be given without textbooks. All new points should be brought out by the Socratic method. The time to use maps is after one is able to understand them from having learned to represent his own knowledge of local geography by the map. The teacher must lead the pupil to well-ordered reading from maps. Elaborate drawing of maps with too much attention to details consumes time without due compensation and sometimes interferes with clear knowledge. A series of maps making prominent at one time certain physical features, at another certain industries, at another commercial phases of the country, will be more valuable. Modeling gives a generalized conception. A great deal of interest is thrown around the subject by studying phenomena of physical geography.

Supt. Stokes, of Granville, who was to have treated of "Correlation," was not present.

Prof. W. A. Kellerman, of the Ohio State University, gave an interesting talk on "The Survival of the Fittest." Prof. Kellerman labored under a disadvantage, as he himself said, from the number of

times the subject had been discussed before in the carrying out of the programme. Attention had been given to phases of the subject by Dr. Mann, Dr. Hall, and Dr. Allin; so that the last speaker cut short his speech, but interested us, while he did talk, in the unity of nature, the inevitableness of phenomena, and the prophecy and inspiration for the future from the study of biology. This address concluded an interesting and profitable programme.

The following officers were elected: President, Supt. W. J. White, of Dayton; Vice-President, Margaret W. Sutherland, of Columbus; Secretary, Miss Ida Bunker, of Mechanicsburg; Executive Committee, F. B. Pearson, of Columbus, Carey Boggess, of Springfield, Wm. McK. Vance, of Urbana.

MARGARET W. SUTHERLAND.

SOUTHEASTERN OHIO TEACHERS' ASSOCIATION.

The last annual meeting of the Southeastern Ohio Teachers' Association was held in New Lexington, October 30 and 31. The association was called to order at 1:30 P. M. on Friday by President T. W. Karr of Gallipolis. After music and prayer, the President-elect, Prof. D. J. Evans of the Ohio University, Athens, was introduced and delivered his address on the subject, "Does the State get value

received for its outlay in the education of its youth?" The following program was then carried out in full:

Prof. T. C. Flanigen, Pomeroy, Literature in Education; Miss Gertrude B. Tracy, Logan, Primary Reading.

The above papers were fully discussed by members of the association.

The evening session was called to order at 7:30, and after some excellent vocal solos by Miss Ryan of Athens and Miss Dollison of Logan, the annual address was delivered by President Canfield of the Ohio State University.

The morning session of the last day was called to order at 8:30 by President Evans. After some well rendered piano solos, the following program for the day was followed out, interspersed with excellent vocal and instrumental music:

Dr. J. M. Davis, Rio Grande, The Bearing of the Teacher's Work on the Perversion and Development of His Character.

Supt. C. W. Cookson, New Straitsville, Rational Instruction.

Supt. R. B. Ewing, Gallipolis, Institutes.

These papers were also discussed in a very interesting way by the members of the association.

This was one of the most profitable meetings the association has held and was more largely attended than the preceding meetings. After

the adoption of the customary resolutions, the association adjourned to meet next year in Marietta.

R. L. HOOPER, *Sec'y.*

EASTERN OHIO TEACHERS' ASSOCIATION.

Notwithstanding the very disagreeable weather, a large number of teachers attended the Eastern Ohio meeting at New Philadelphia, November 27 and 28. The program was carried out exactly as published in the *Monthly* for November, and the papers and addresses were all pointed and practical. We regret very much that lack of space will not permit even a reference to many of them. The only criticism that can be made is that the program was so crowded that important subjects could not be discussed as they should have been to bring out the best points more fully. This criticism, however, is always applicable to all associations—county, district, state and national.

The annual address delivered by Supt. L. H. Jones of Cleveland, was an eloquent and scholarly discussion of the work of the true teacher, and gave evidence of most careful preparation. It was thoroughly enjoyed by the large audience which greeted him.

The teachers of New Philadelphia deserve special credit for the success of the meeting. Everything that could be done for the entertainment and pleasure of the

teachers was done in the best possible manner.

The next meeting will be held at Steubenville. The officers for 1897 are:

President, Charles S. Hoskinson, Zanesville; Vice President, Miss Nettie Eaton, Barnesville; Secretary, Miss Cora Whipple, Malta; Treasurer, J. W. Vensel, Coshocton; Executive Committee, E. W. Matthews, Steubenville; J. V. McMillan, Dennison; James Duncan, Bridgeport.

NORTHWESTERN OHIO TEACHERS' ASSOCIATION.

The Northwestern Ohio Teachers' Association held its twenty-fourth annual session at Bucyrus, November 27 and 28. There were between five and six hundred teachers in attendance, and the sessions, particularly on Saturday, were characterized by a good deal of enthusiasm. Marion sent a splendid delegation. I think a larger proportion of its teachers was there than from any city in the district outside of Bucyrus.

Too much praise cannot be given to Supt. J. J. Bliss of Bucyrus, chairman of the Executive Committee, for the excellent arrangements he had made for the entertainment of visiting teachers. The school building in which the sessions were held was decorated within and without with flags and evergreens arranged most tastefully. At the entrance to the build-

ing visitors were received by a courteous reception committee and directed through the building by gentlemanly school boys, who seemed to enjoy their work through all the sessions. Many citizens of Bucyrus entertained teachers at their homes with warmest hospitality.

Delightful music was furnished under the direction of Mr. G. Goldsmith, Supervisor of Music in the Bucyrus schools. I think that all giving their services to afford this pleasure to others belonged either in Bucyrus or in the county outside of the city.

The program was very good. The only criticism that I heard unfavorable to it was the number of topics treated and the number of persons on it. Time for discussion was not sufficient, and some of the "Round Tables" were crowded out.

At Friday morning's session the following topics were discussed: The Kindergarten in its Relation to Social Economy, by Miss Mary E. Law, Toledo; Athletics in the High School, pro D. C. Meck, Mansfield; contra I. C. Guinther, Galion; Morals in the Public Schools, Rev. C. A. Vincent, Sandusky; Of What Use is Zoology, E. L. Mosely, Sandusky. Round Tables had been opened by S. A. Gillett, Crestline, and M. W. Spear, Mt. Gilead, before my arrival.

At the Friday afternoon session an address of welcome was made by Rev. C. H. McCaslin, of Bucy-

rus, and responded to by C. C. Miller, Lima.

After the inaugural address of President H. L. Frank, Fostoria, the following papers were read: Shakspeare and His Henry VI, J. J. Burns, Defiance; Public Schools of Paris, Miss Clara Nelson, Delaware; Some Recent Advances in Science, W. L. Gillam, Lima; Something About Physical Training, Anton Leibold, Columbus. Prof. Azariah S. Root, Oberlin, spoke briefly of Relation of High Schools to Colleges.

Friday evening a lecture to which admission was charged was given at the Opera House. It was by Miss Mary Proctor, daughter of the distinguished astronomer of that name. The subject of the lecture was *Other Worlds Than Ours*; and it was illustrated by very fine stereopticon views.

At the Round Table Saturday morning, H. H. Frazier, New Washington, took up by request the topic *Practicability of Ohio's Flag Law*. J. H. Snyder, Tiffin, offered the following resolution, which brought on a most animated discussion: "Resolved, that it is the sense of the association that the law requiring the floating of the flag every fair day over school buildings is expensive and not the most expedient way of cultivating a patriotic spirit among pupils." Supts. Snyder, Powell and Shives spoke earnestly in favor of the

resolution; while Supts. Zeller, Lyon and Guinther eloquently led the opposition. I regret to say that the resolution was carried.

The papers read at the morning session were: *Consciousness in its Relation to Education and Culture*, C. S. Coler, Sandusky; discussion, T. L. McKean, Upper Sandusky; *Are Our High Schools Devoting Too Much Time to Preparation for College?* pro J. W. Zeller, Findlay; contra E. D. Lyon, Mansfield; *The Feelings as a Factor in Education*, Dr. B. A. Hinsdale, Ann Arbor. Supt. Powell asked to have the discussion of Dr. Hinsdale's paper, which he was to have led, omitted on account of the lateness of the hour.

The afternoon's session was opened by President J. H. Canfield, O. S. U., who made an inspiring address to the teachers upon the encouragements and compensations in their work. Miss M. W. Sutherland of Columbus, next spoke upon *The Cultivation of Manners in the Public Schools*. *Do the Public School Courses Attempt Too Much?* was debated by E. F. Warner, Bellevue, affirmative, W. W. Weaver, Castalia, negative; W. T. Bushman, Van Wert, spoke upon *Pedagogic Blunders*. At the Round Table Supt. Scott, Loudonville, opened the discussion of *Should Department Affect Promotions?* which was further discussed by Supts. Powell, Shives

Miss Sutherland, Dr. Canfield and Mr. Hopley, editor of one of the Bucyrus papers.

The association will hold its next annual session at Lima, with Supt. J. J. Bliss as President.

M. W. S.

FIELD NOTES.

—Muskingum county reports great interest in the reading circle work. Supt. Lash, of Zanesville, reports one hundred members in their city circle.

—James W. Knott has moved to Toledo, where he has accepted a position in the high school.

—Among the rules and regulations of the Pleasant township, Fairfield county, Board of Education, we find the following:

We believe it to be very important for all teachers to carefully read the course as given by the Ohio Teachers' Reading Circle and it shall be the duty of all the teachers to join and take an active part in the Pleasant township branch of O. T. R. C., which shall meet conjointly with the regular teachers' meetings.

—Township supervision is reported a success in Riley township, Putnam county. W. S. Sackett has charge of the work.

—We are under obligations to Supt. Wade J. Beyerly, of West Jefferson, for manuals of the public schools of West Jefferson, and Jefferson township, Madison county.

—The following is the program of the Williams County Teachers' Association, held at West Unity, November 13 and 14:

FRIDAY EVENING.

Lecture, *Sarx and Psyche*, J. R. H. Latchaw, D. D., President Defiance College.

SATURDAY MORNING.

Mensuration, Supt. C. C. Biglow, Stryker.

Discussion, Miss Rose Pfaff, Bryan.

Discussion, Supt. E. N. Lloyd, Pioneer.

Address, *Training vs. Mere Instruction*, Dr. J. R. H. Latchaw.

SATURDAY AFTERNOON.

Paper, *Our School System—What Would Better It*, Supt. H. D. Grindle, Montpelier.

Discussion, Supt. N. E. Hutchinson, Bryan.

Discussion, Miss Flora Reynolds, Bridgewater.

Paper, *How Shall We Teach the Verb*, C. E. Blue, Montpelier.

Discussion, C. A. Fyke, Pulaski.

Discussion, P. L. Warren, West Unity.

—The first bi-monthly session of the Wyandot County Teachers' Association was held at Nevada, October 24. The attendance was large, and there was a number of valuable papers presented. Supt. Ramsdell, of Nevada, ably defended the Workman Law. Supt. Wenner, of Upper Sandusky, gave an

excellent talk on Civics. Supt. McKay, of Sycamore, gave interesting points on Methods in Presenting History. The teachers were fortunate in having with them Prof. C. S. Coler, of Sandusky, who gave a very interesting and practical talk on "Literature for Common Schools."

—Supt. E. M. Van Cleve, of Barnesville, has just issued a fine catalogue of their Public School Library. It is complete in every particular, and gives evidence of the excellent work he has done for the past four years.

—Reports from East Palestine show that Supt. L. O. Eldredge, who was re-elected last spring for two years at an increased salary, is doing excellent work. All the teachers are members of the O. T. R. C., and are greatly interested in the work.

—Supt. E. E. Rayman, of Berea, reports an excellent meeting of their county association, November 7. The following program was presented:

Paper, The Relation of the Teachers and Pupils in the School-Room, Dr. E. S. Loomis.

Discussions by Supt. Rayman, Prof. W. W. Jackson and Supt. H. H. Culley.

Question Box, questions answered by Bettie A. Dutton.

—At the Lorain County Teachers' Association, held at Grafton,

November 14, a number of subjects were discussed and addresses were delivered by Prof. A. A. Wright, of Oberlin College, and President Charles F. Thwing, of Adelbert College.

—John M. Sarver, of Canton, has our thanks for a copy of the constitution and by-laws of the Stark County Teachers' Institute Association.

—R. A. Leisy, of Marshallville, is Superintendent of the Baughman township, Wayne county, schools. The township board, under his direction, has issued a printed course of study.

—Prof. C. S. Coler, of the Sandusky High School, has been called back to the Christy School of Methods, Ashtabula county, for two weeks in 1897.

—Dr. Alfred Sidney Johnson, editor of "Current History," Buffalo, N. Y., has been elected a member of the Society of Mayflower Descendants.

—Supt. J. W. Moore, of Leetonia, is pushing the reading circle organization in Columbiana county with very gratifying results.

—Norwich township, Franklin county, adopted supervision last September and employed Supt. H. E. Axline of Hilliards to organize the schools, and look after the work. The increase in attendance and interest, and the decrease in tardiness are already very marked.

—Supt. J. M. Carr's work at Frazeysburg for the past three years has been so satisfactory that the board has engaged him for three more years at an increased salary.

—Carl Ziegler, M. D., superintendent of Physical Culture in the public schools of Cincinnati, has our thanks for the program of exercises used in the different grades.

—The semi-annual meeting of the Southwestern Ohio Teachers' Association will be held at Hamilton, December 12, 1896. An excellent program has been arranged and a large attendance is expected. Supt. S. L. Rose of Hamilton, is President.

—Dr. E. E. White of Columbus has been on a lecturing tour through Kansas, addressing large associations of teachers at Fort Scott, Emporia and Topeka.

—The Preble County Association, November 21, was a meeting of unusual interest. Miss Grace A. Green of the Dayton Normal School, spoke on the Personality of the Teacher and afterwards upon the Methods of Teaching History in German Schools. Prof. Dial of Lockland, addressed the meeting upon Methods as Based Upon the Study of the Reading Circle Work for '96 and '97. The county talent was ably represented by Mr. W. T. Heilman of West Alexandria, in a paper on History

Teaching, and by Miss Vinna Kayler of the Eaton Schools, on the "Recitation."

—Mercer county teachers held a very interesting and profitable session of their bi-monthly association at Celina, November 28.

—Supt. I. W. Stahl of Rockford, is doing very effective work in his school in organizing pupils' reading circles. The pupils have been furnished with the proper books, and practically all, from the third grade up, are reading the prescribed course.

—The Western Ohio Round Table held a large and enthusiastic meeting at Dayton, November 26 and 27. It was a great pleasure to have the "Hamilton County Delegation" present again in such large numbers. All who attend such meetings know how impossible it is to make any profitable report of them. They must be seen to be appreciated.

BOOKS AND MAGAZINES.

Silver, Burdett and Co., Boston, Mass.: The Earth and Its History, a First Book of Geology, by Angelo Heilprin, professor of geology in the Academy of Natural Sciences of Philadelphia.

C. W. Bardeen, Syracuse, N. Y.: Suggestions for Primary Work, by Marion Strickland, Supervisor of Kindergartens, Syracuse, N. Y. Price 50 cents.

Allyn and Bacon, Boston, Mass.: As You Like It—Shakespeare—The Academy Series of English Classics. Introductory Price 20 cents.

Charles Scribner's Sons, New York: Europe in the Middle Ages, by Oliver J. Thatcher, Ph. D., and Ferdinand Schwill, Ph. D., Prepared for the use of the freshman and sophomore classes in the American College. Price \$2.00.

The Atlantic Monthly for December contains many articles of interest and profit. Thomas Wentworth Higginson gives the second article in his delightful series on "Cheerful Yesterdays." "Social Classes in the Republic," "Classical Studies in America," "The Art of Public Improvement," and "A Colony of the Unemployed" are all worthy of a careful reading.

The Christmas Number of Harper's Magazine is beautiful in design and rich in contents. "White Man's Africa," Part II, gives a very instructive account of President Kruger and his work. William Dean Howells contributes a valuable article on Oliver Wendell Holmes. The production of "Electricity Direct from Coal" is described by Dr. William W. Jacques.

St. Nicholas for December is full of special interest on account of the many articles it contains relating to Christmas, "Christmas in Bethlehem" being one of the most beautiful and instructive.

In the *December Arena*, the editor, Mr. B. O. Flower, has a very interesting paper on the late William Morris. Prof. Frank Parsons gives Part X of his series of articles on "The Telegraph Monopoly," in which some startling statements are made. "The Last Year of Gail Hamilton's Life" is described in a very interesting way by Max Bennett Thrasher.

In the *December Century* Jacob A. Riis, the author of "How the Other Half Lives," contributes a timely paper on "Light in Dark Places: A Study of Better New York." "What Language Did Christ Speak?" is the title of a very valuable and suggestive paper by Mrs. Agnes Smith Lewis. The number also contains poems in the Christian spirit by James Whitcomb Riley, R. W. Gilder, Edith M. Thomas and others.

The Forum for December contains articles on nine or ten different subjects. The one of most interest to teachers is by Dr. J. M. Rice on "How Shall the Child be Taught? 1. Obstacles to Educational Reform."

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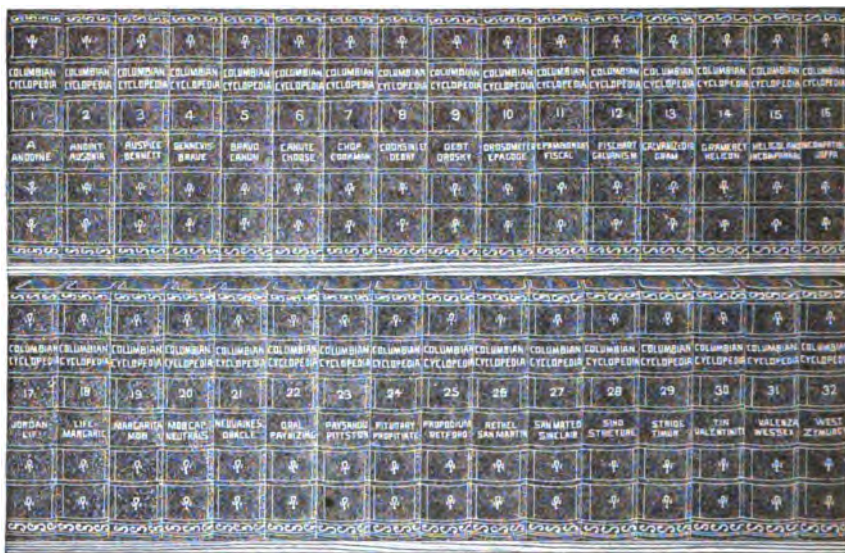
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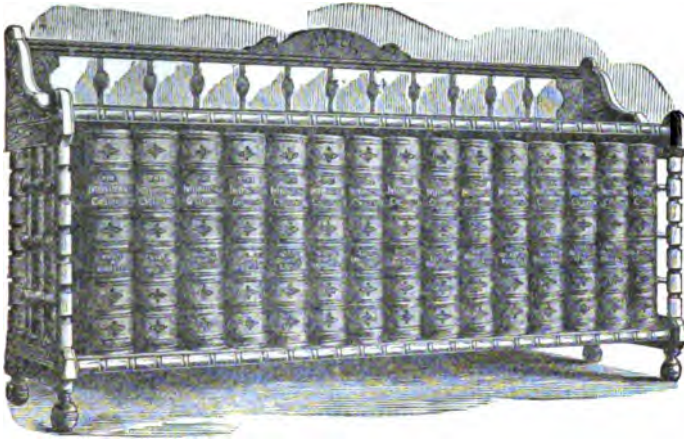
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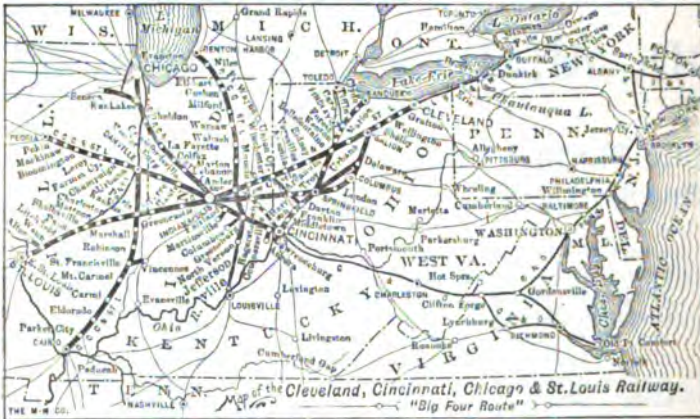
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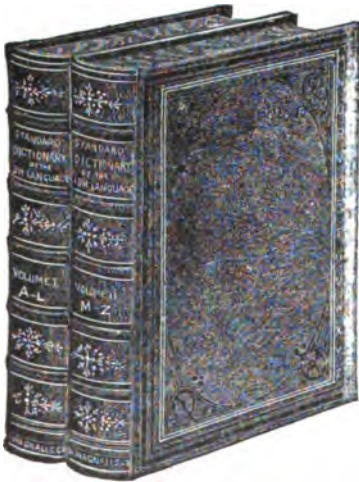
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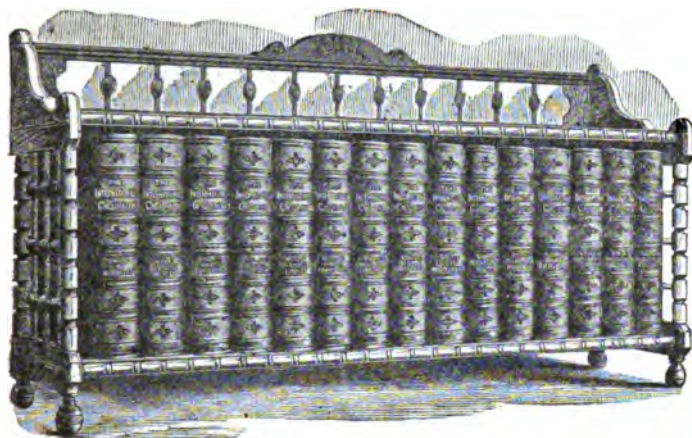
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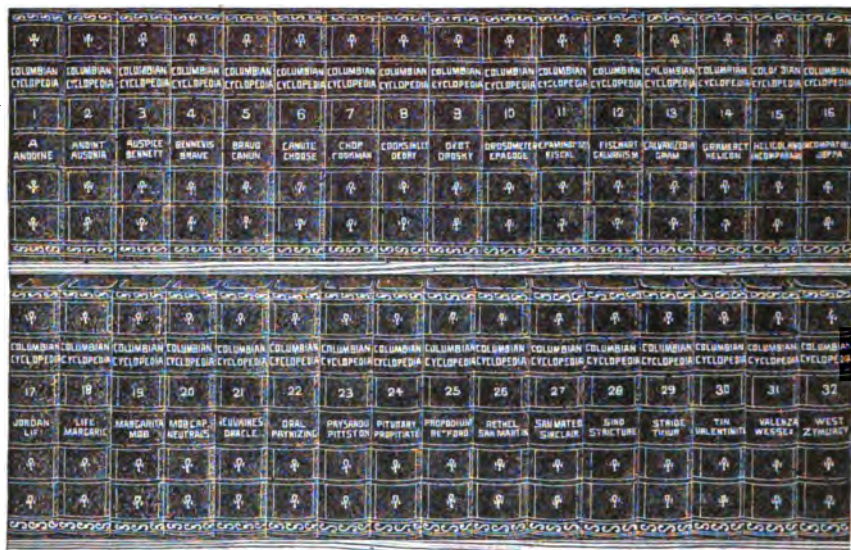
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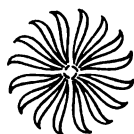
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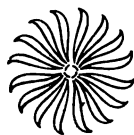
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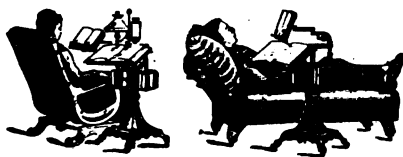
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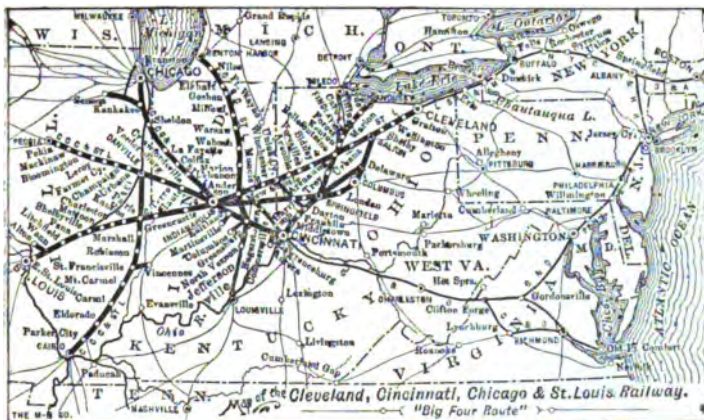
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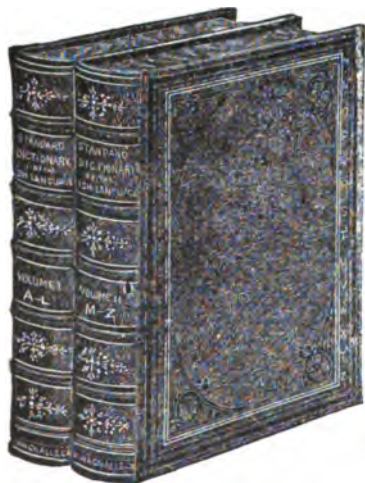
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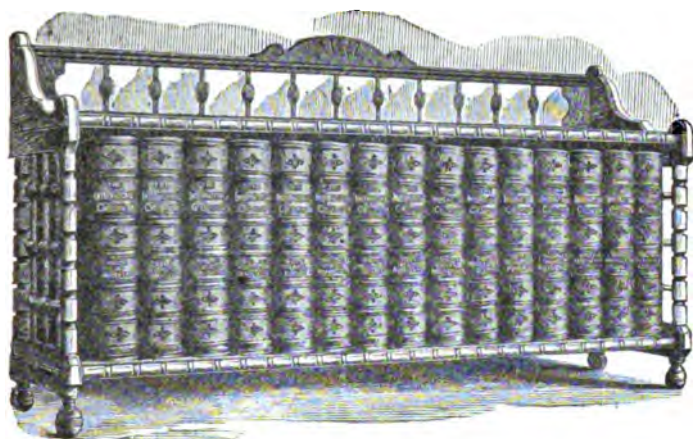
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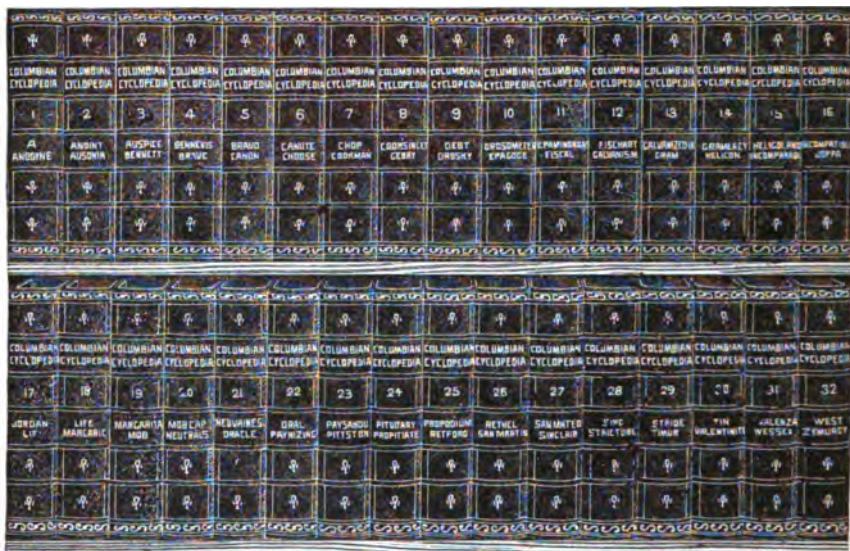
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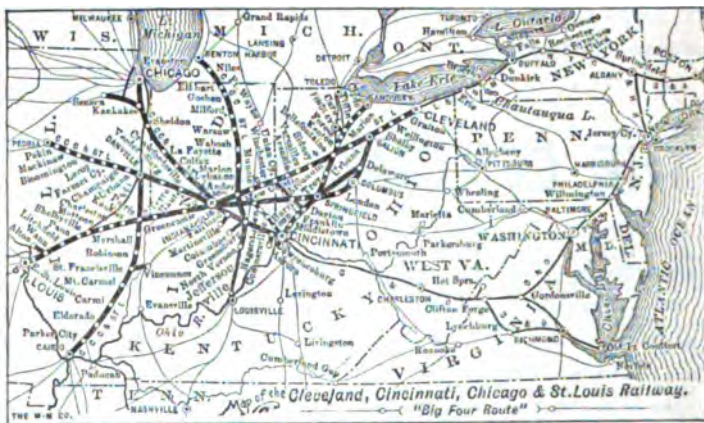
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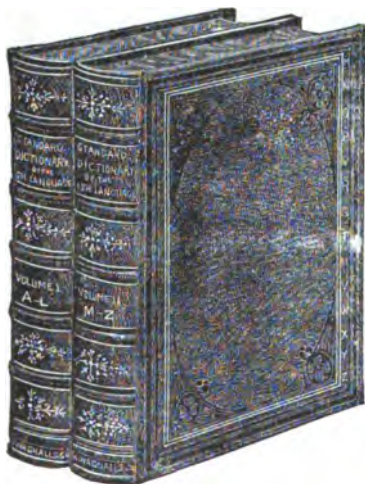
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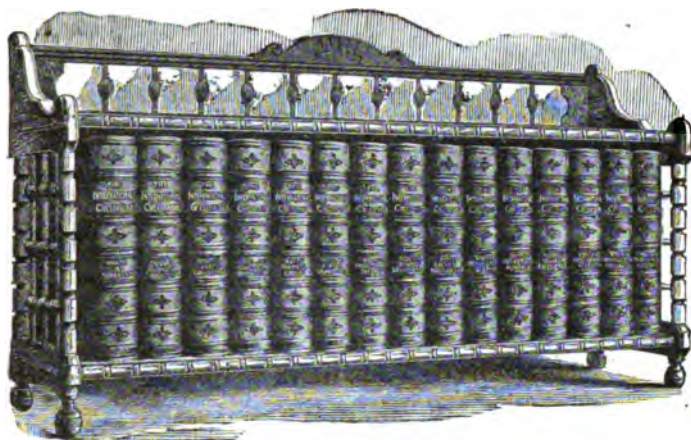
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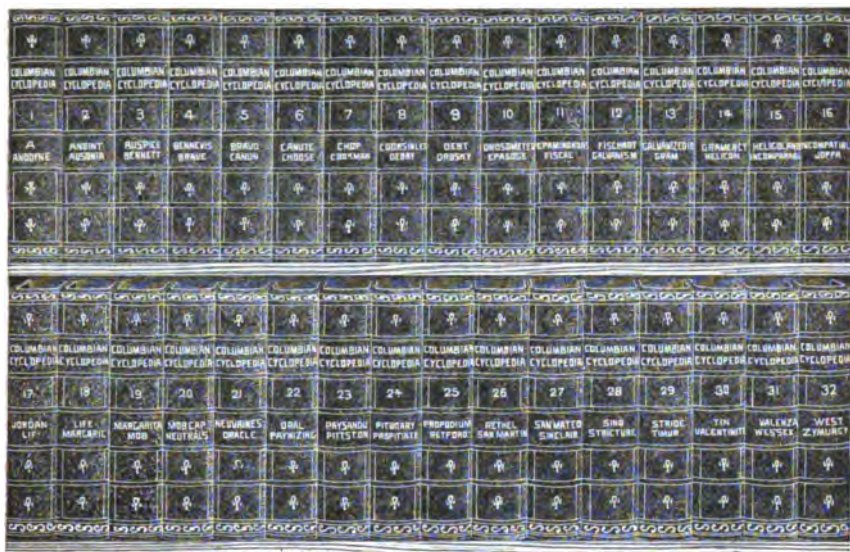
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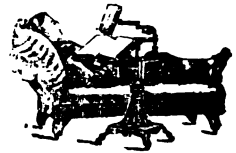
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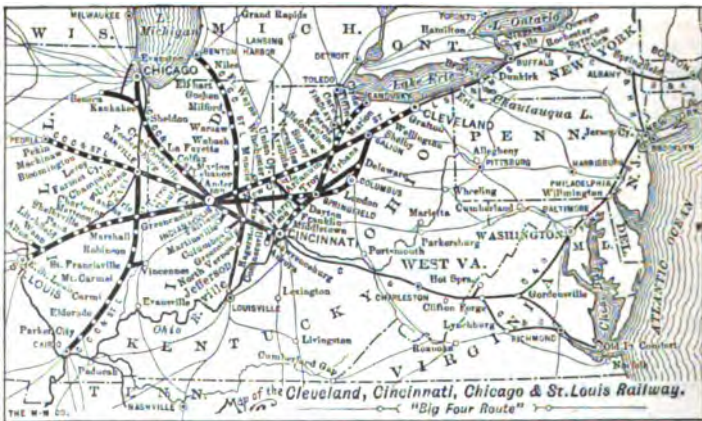
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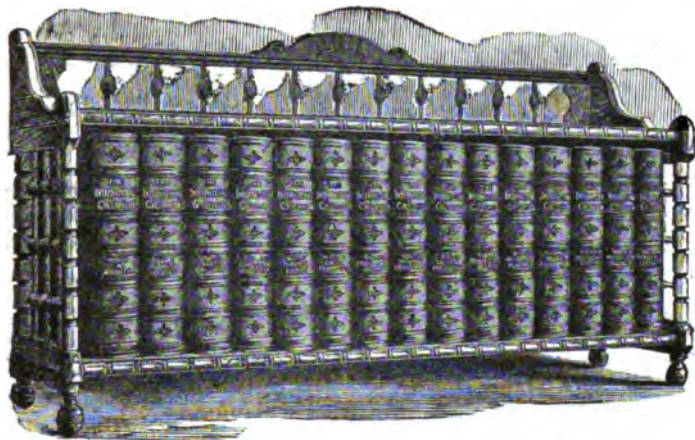
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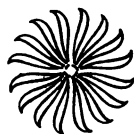
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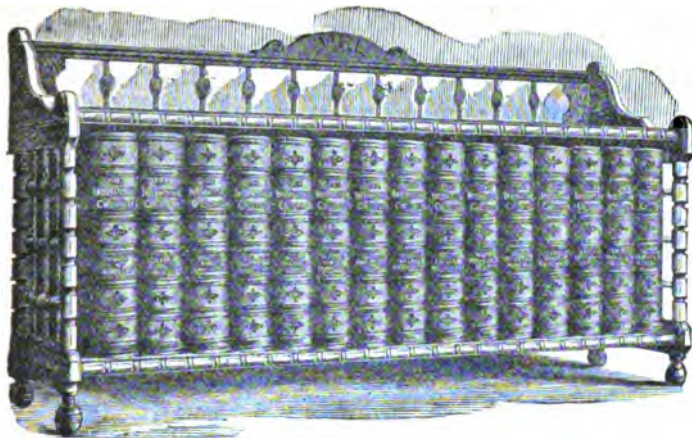
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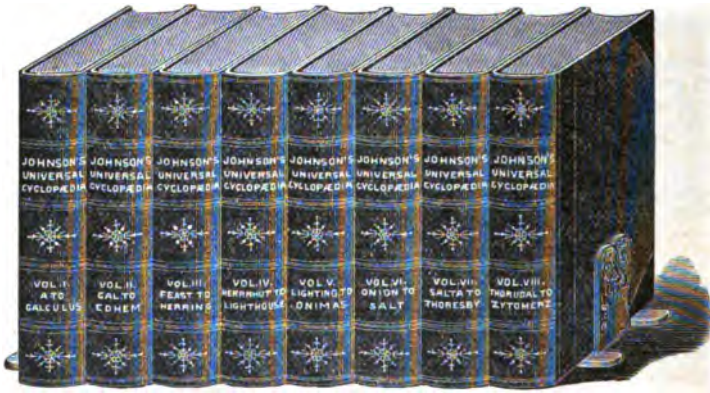
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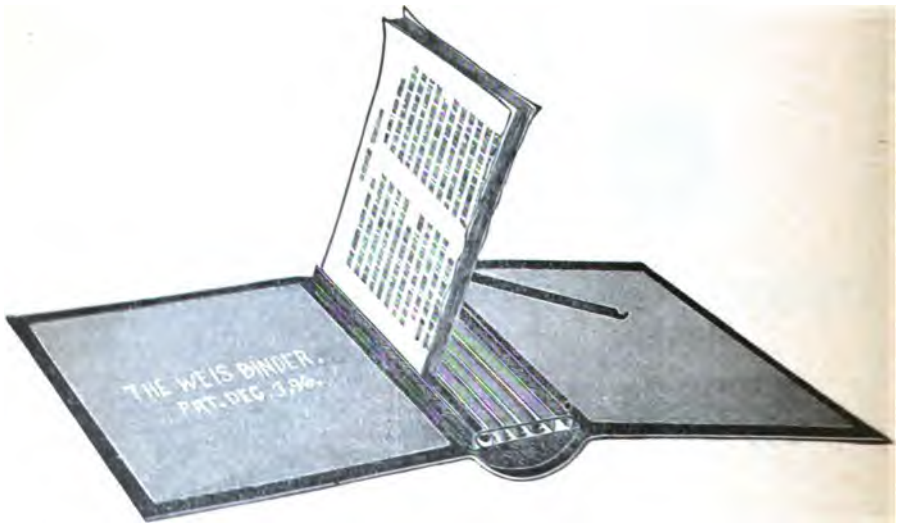
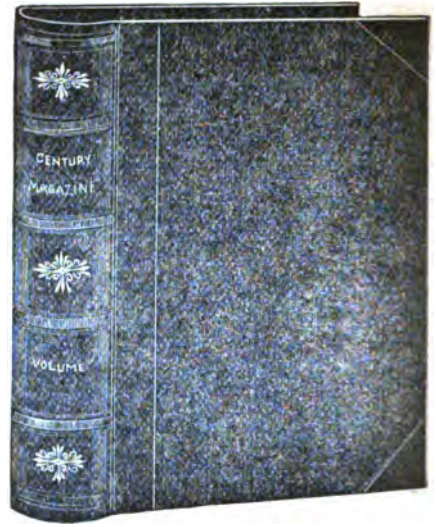
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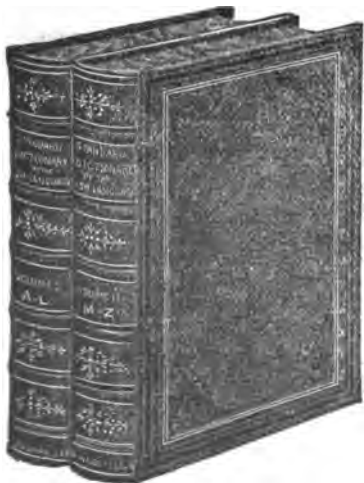
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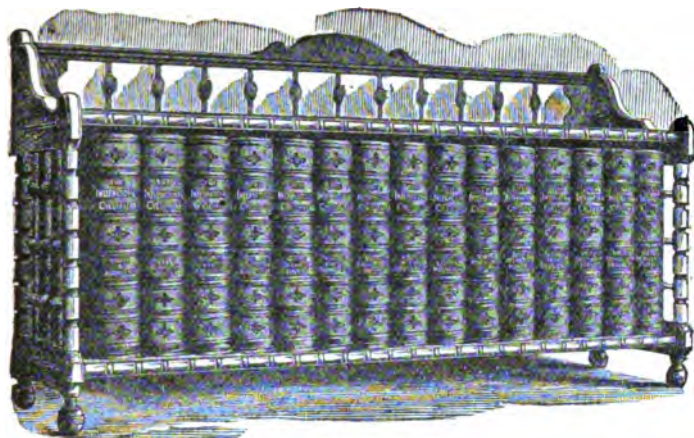
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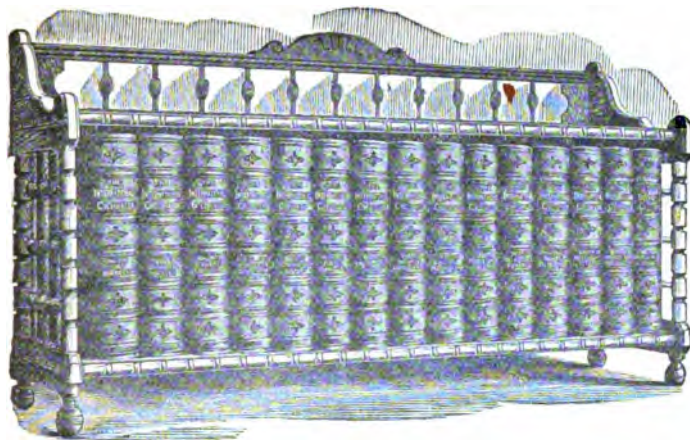
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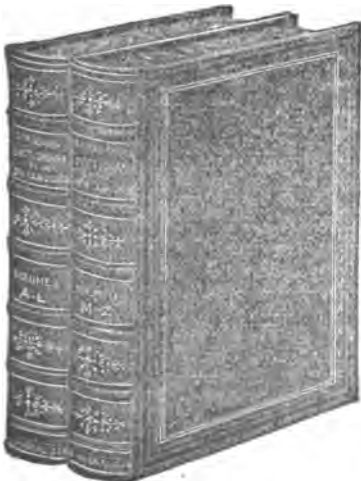
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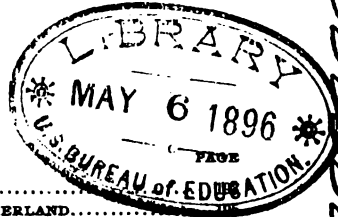
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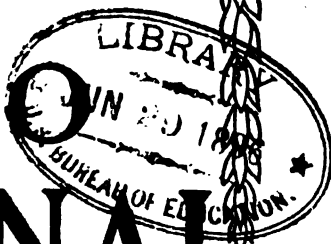
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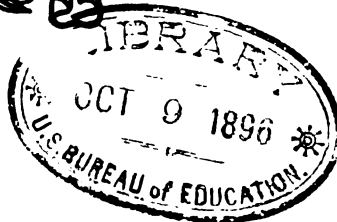
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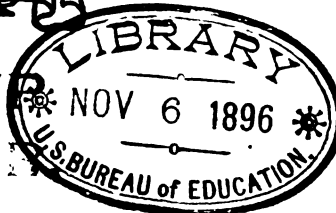
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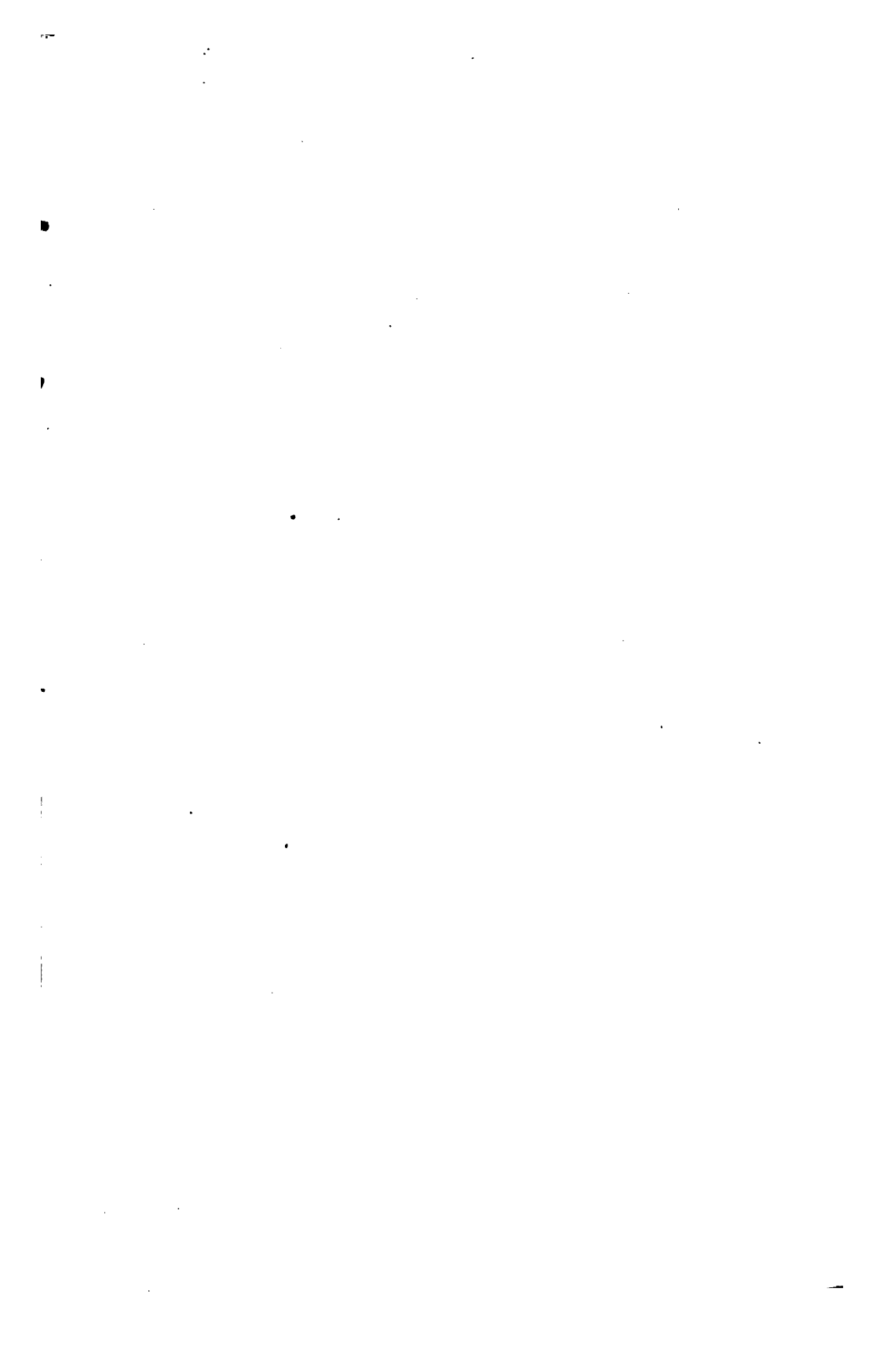
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